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ABSTRACT

This manual is the employer-focused component workbook of a vocational rehabilitation program. Goals of the RehabMark approach include increased exposure of the rehabilitation agency in the local community, expanded contributions by the agency to community members, and services benefiting numerous clients simultaneously. The first half of the workbook emphasizes the development of employers as account members, including targeting, preapproach activities, and means to foster client confidence. The latter half focuses on employer relations, including cost issues, organizational issues, and handling objections. Self-evaluation checklists, vocabulary to use (and avoid), and guidelines for simulation activities are included. Includes five references. (PB)

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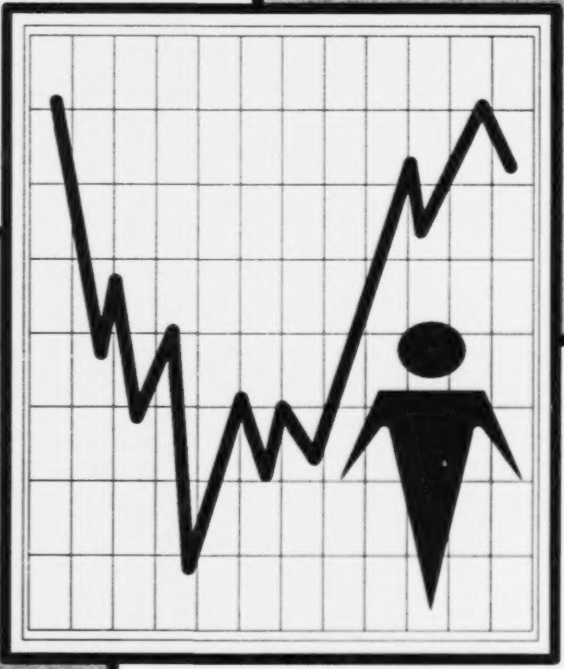
Rehab Mark



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Participant's Workbook

Reed Greenwood
Virginia Anne Johnson
Kay Fletcher Schriner

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University of Arkansas, Fayetteville
Arkansas Rehabilitation Services

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REHABMARK

Participant's Workbook

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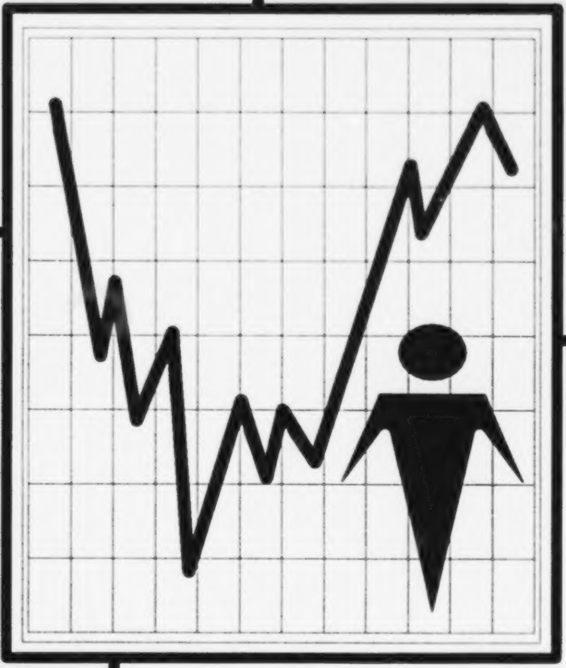
Chapter One



The RehabMark Approach to Employer Development

THE REHABMARK APPROACH TO EMPLOYER DEVELOPMENT

A SYSTEMATIC APPROACH

1. Increases the exposure of the rehabilitation agency in the local community

2. Expands the agency's contribution to community members

3. Benefits a number of clients at the same time

4. Efficiently uses time, energy, and resources

RATIONALE FOR A SYSTEMATIC APPROACH

1. The need for employer development

2. The need for employer-rehabilitation partnerships

3. The need for an enhanced practitioner role

4. The need for effective employer interaction skills

5. The need for persuasive communication skills

GOALS FOR TRAINING

The goals for the training on the RehabMark approach are:

* To meet the needs of clients

* To meet the needs of employers

ACCOUNTS APPROACH

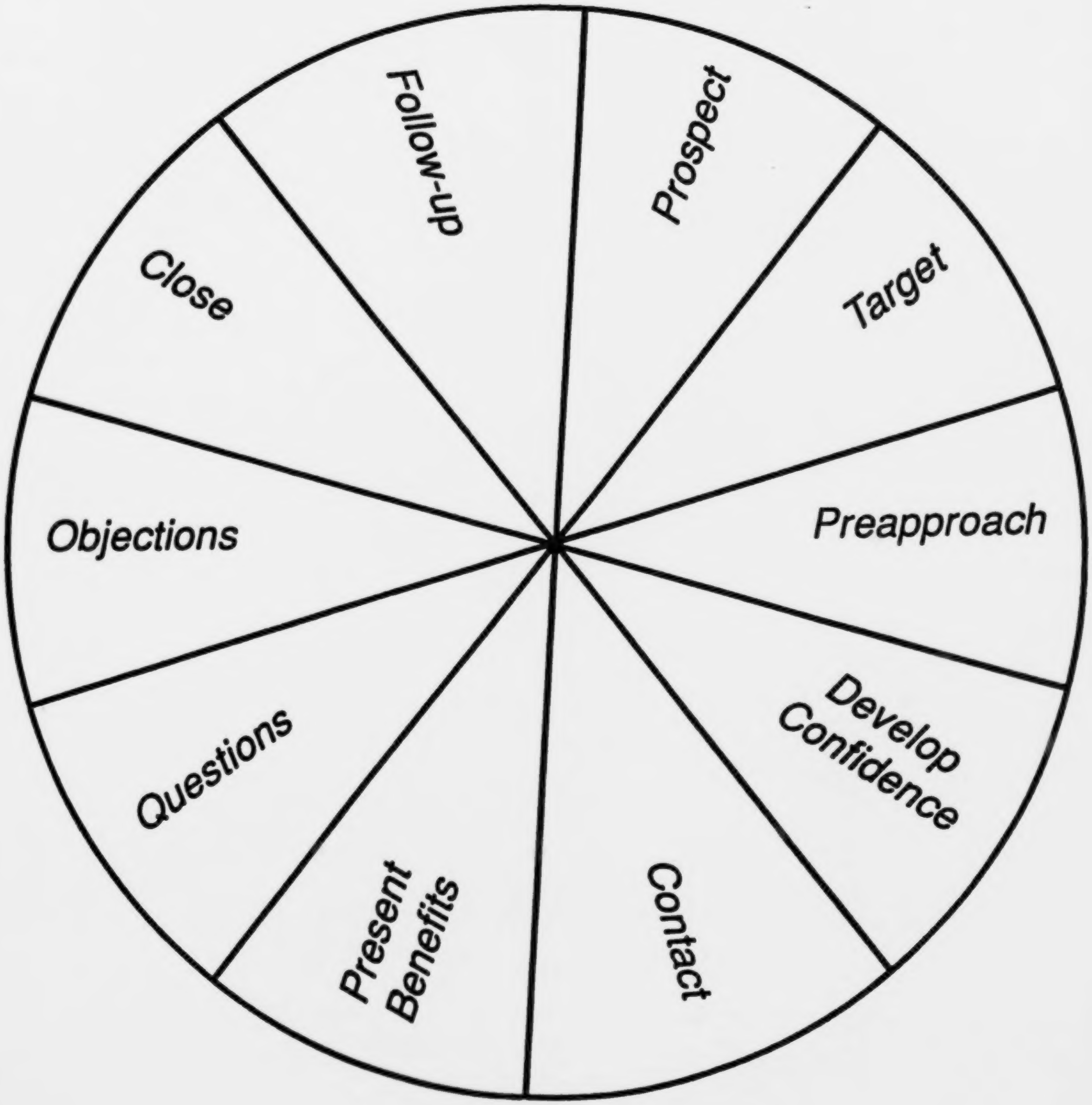
1. Marketing techniques
    - a. Long-term association
    - b. Benefit exchanges

2. Impression management techniques
    - a. Persuasive communication skills
    - b. Self presentation

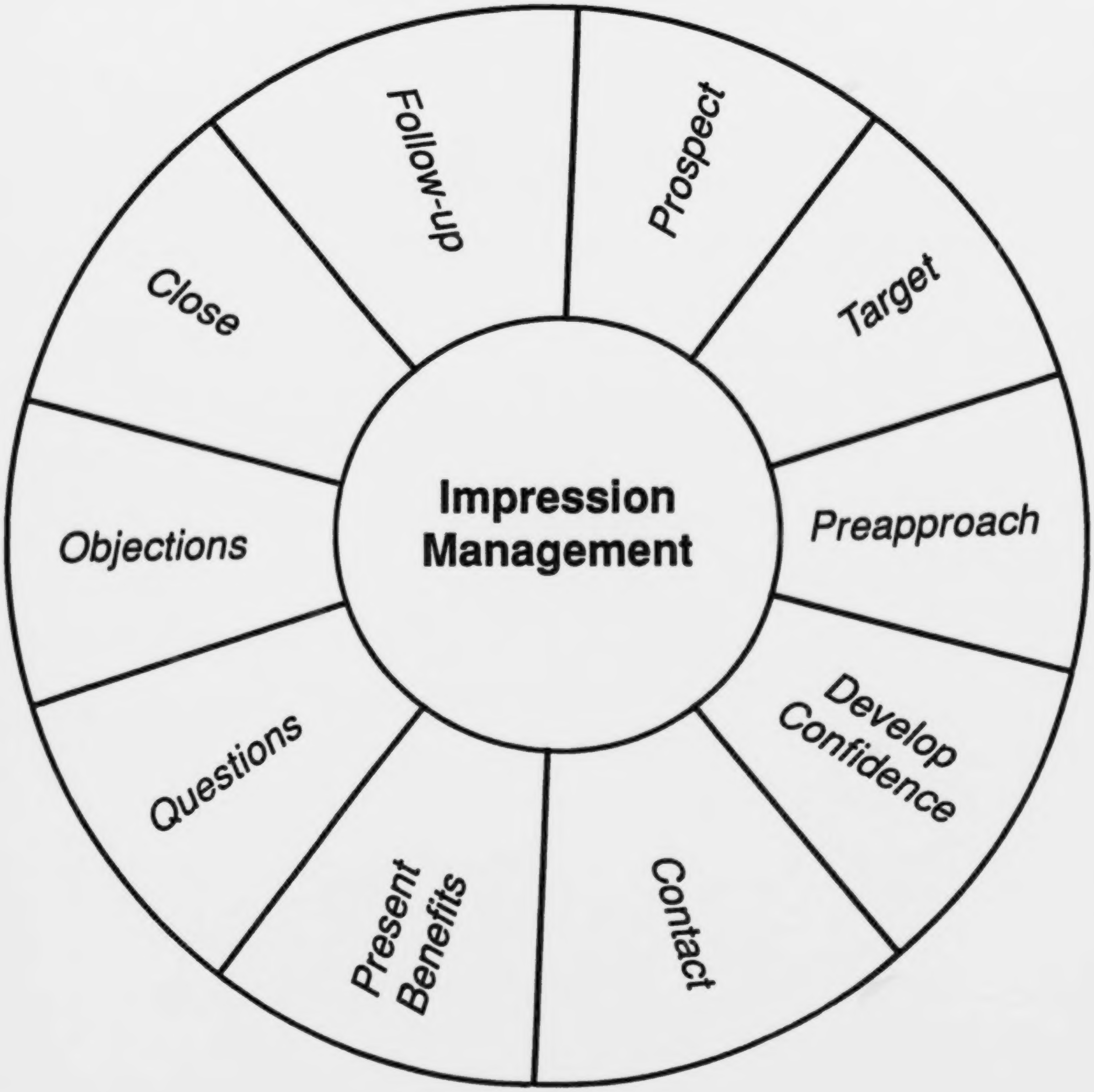
STEPS IN THE BENEFIT EXCHANGE PROCESS

1. Prospect
2. Target
3. Preapproach
4. Develop confidence
5. Establish contact
6. Present benefits
7. Ask questions
8. Meet objections
9. Close
10. Follow-up

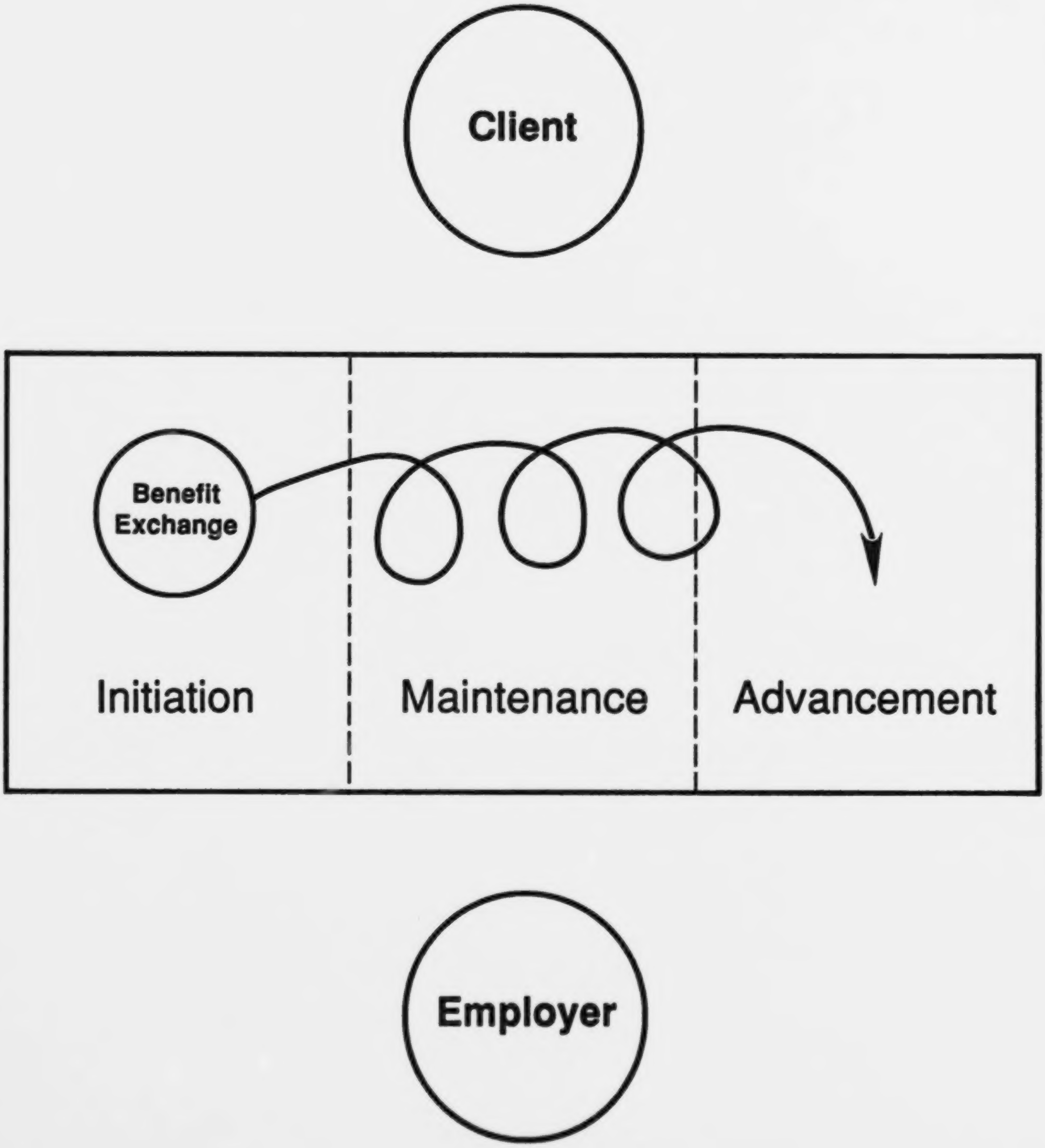
The Benefit Exchange Process



The Benefit Exchange Process



Accounts Relationship



Client

Benefit Exchange

Initiation

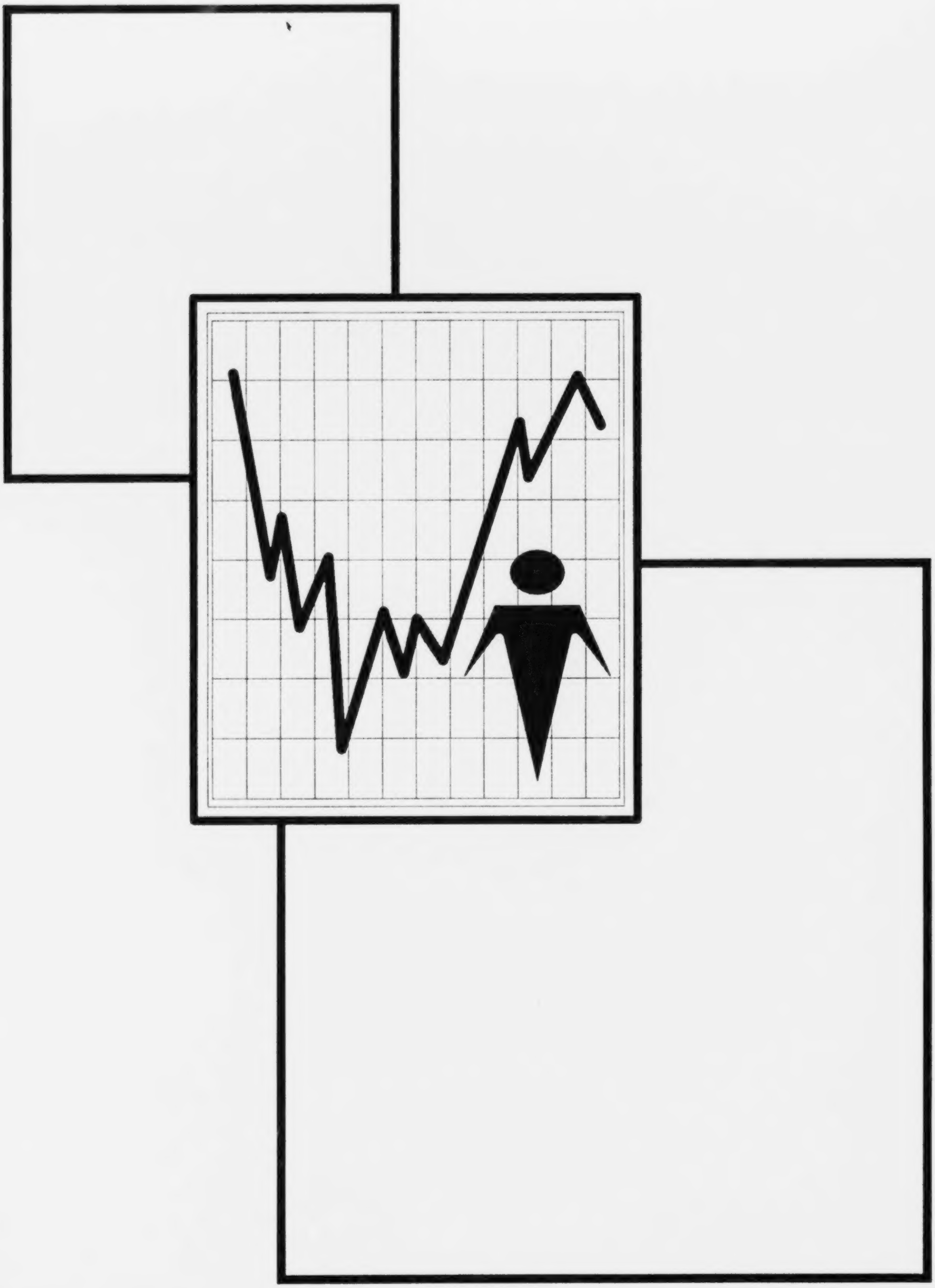
Maintenance

Advancement

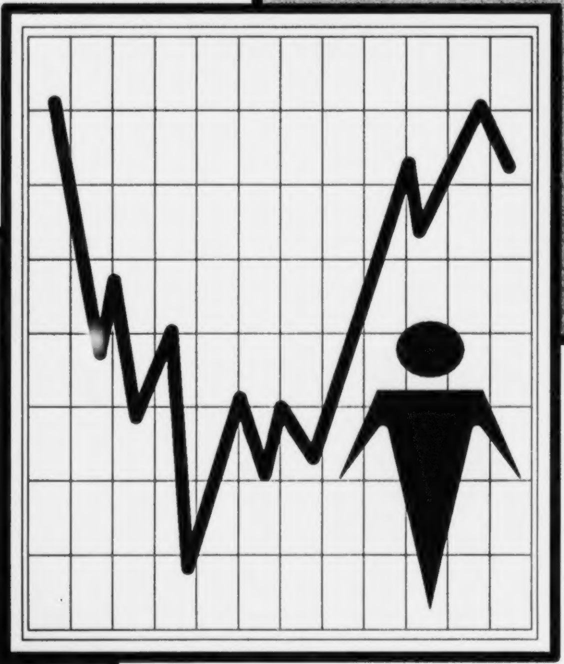
Employer

SKILL TRAINING METHODS

1. Trainer instruction
2. Demonstration
3. Behavioral rehearsal
4. Reinforcement
5. Homework
6. Assessment



Module One



Account Development

Chapter Two

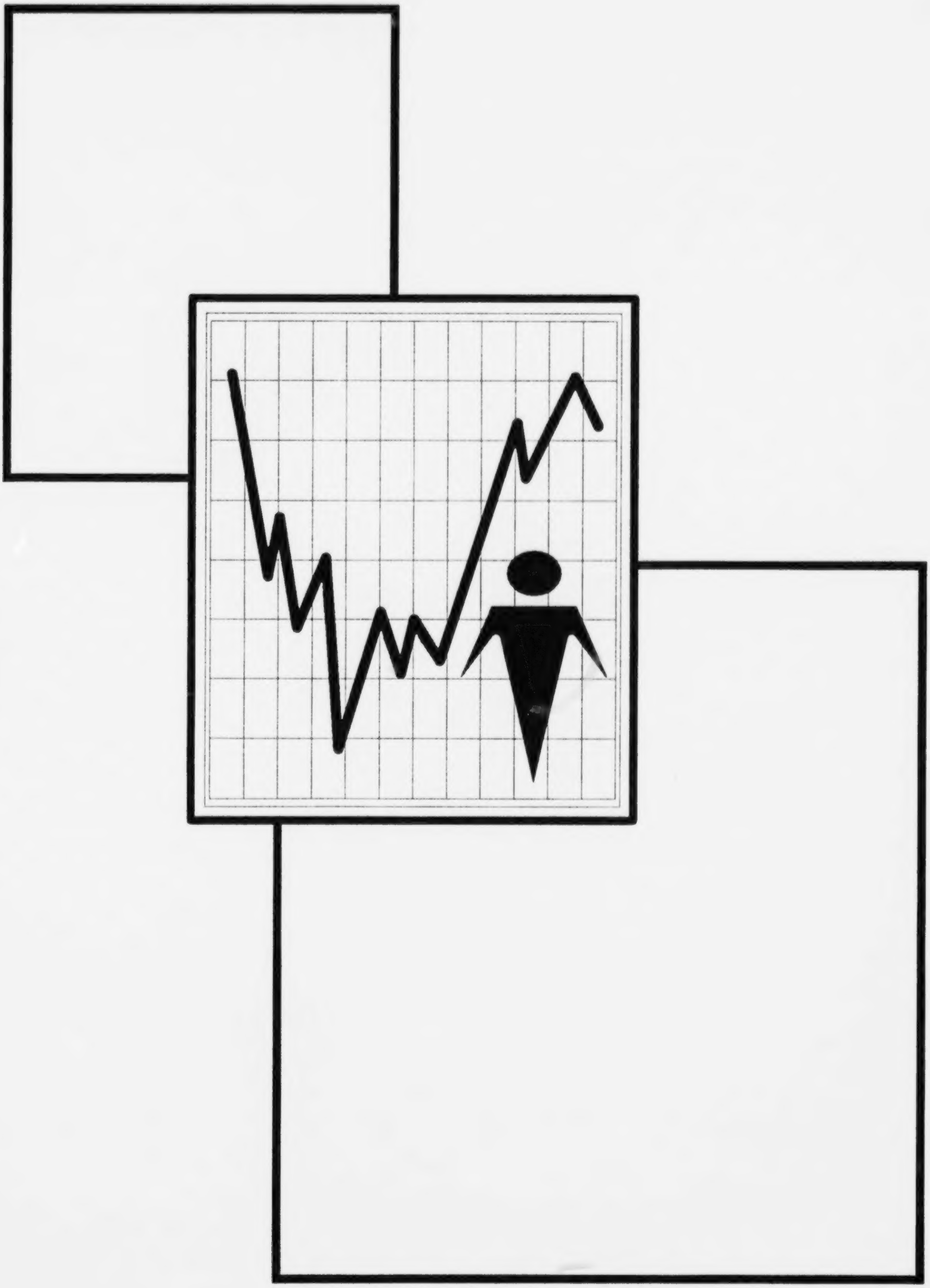
Prospecting for Accounts Information

PROSPECTING FOR ACCOUNTS INFORMATION

GOALS FOR TRAINING

The goals for the training on prospecting are:

- * to identify needs of local employers that might be met by agency services.
- * to identify needs of the agency that might be met by employers.
- * to obtain information that will facilitate the benefit exchange process.



TYPES OF INFORMATION SOUGHT DURING PROSPECTING

Learning Points

- Both informal and formal sources of information can be used to gain understanding of the employer community.

- Attend to information about all employment sectors.

- Human service agencies can provide useful information about both employers and services.

TYPES OF INFORMATION SOUGHT DURING PROSPECTING

Community Sectors	Formal Sources	Informal Sources
Employment Enterprises		
1. Agriculture		
2. Mining		
3. Construction		
4. Manufacturing		
5. Transportation, Communication, Electric-Gas-Sanitary Services		
6. Wholesale-Retail Trade		
7. Finance, Insurance, Real Estate		
8. Services		
9. Government		
Human Service Agencies		
1. Your Agency		
2. Charitable Organizations		
3. Mental Health Agencies		
4. Physical Health Services		
5. Spiritual Centers		
6. Social Welfare Organizations		

USEFUL SOURCES OF INFORMATION

Learning Points

- Formal sources can provide information about national employment trends and local employment situations.

- Informal information can be gathered from a network of sources.

- Use the pursuit strategy to follow up on small leads.

FORMAL SOURCES OF INFORMATION

National Employment Trends

1. Occupational Outlook: a quarterly report on trends in employment published by the Department of Labor.
2. Occupational Outlook Handbook: an encyclopedia of forecasted jobs including descriptions of work tasks and work demands.
3. Occupational Outlook Quarterly: a magazine published by the Department of Labor featuring growth and decline forecasts for occupational sectors.
4. Occupational Information System: a computerized system providing job descriptions, forecasts for growth in specific states, and educational/training opportunities at specific universities.
5. American Statistical Index: a Congressional Information Service publication containing a very complete index of labor statistics and economic trends.
6. Forbes, Fortune, Barrons, Monthly Labor Review: magazine articles about current labor and economic situations.
7. Manufacturer's Register, Moody's Industrial Manual: lists of employers by occupational sectors including size, address, personnel directors, etc.

Local Employment Situations

1. Employment Security Division: an excellent source of state wide statistics and data on trends within the state.
2. Company Annual Financial Reports: available at a local broker's office in Standard and Poor's or Dunn and Bradstreet indexes.
3. Company Newsletters: identify key company personnel, presence of minority workers, training programs, areas of company pride.
4. Chamber of Commerce: often have lists of company officials and community employment studies.
5. Yellow Pages: highly useful as employers are listed by the product or service they provide. Often trade/professional associations are also listed under these headings.
6. Your own agency files: identify facilitative and exploitative employers, those who have worked cooperatively with the agency, persons with disabilities, and minorities.

INFORMAL SOURCES OF INFORMATION

1. Agency colleagues, and clients
2. Business and professional groups/organizations
3. Bank employees
4. Ministers
5. Fellow church members
6. Public school administrators, teachers, and staff
7. Judges and lawyers
8. Extension agents
9. Local government officials (mayor, council members, city hall staff)
10. Police, dispatchers, office staff
11. Real estate agents
12. Suppliers (office, uniforms, food, gas)
13. Secretaries, assistants and receptionists
14. Classmates in business courses
15. Local coffee, lunch, and happy hour hang outs
16. Vo-tech administrators, teachers and staff
17. Employers
18. Conversations overheard in the supermarket, mall, health spa, movies, restaurants, golf course, ball game, etc.
19. Your friends
20. Your neighbors
21. Your relatives
22. Former clients
23. Current clients
24. Families of clients
25. Your auto mechanic
26. Your doctor, dentist, optometrist
27. The person who sold you your lawn mower, car, boat, TV, house, insurance, furniture, clothes
28. Your spouse and children
29. The taxi driver, elevator operator, door person, janitor, bus driver, wait person, chamber maid, hotel desk clerk, movie rental clerk
30. Librarians
31. Nurses, lab technicians
32. The cleaning lady/gent
33. Travel agents
34. The yard man/woman
35. Community college, college, university, trade school personnel

METHODS OF ORGANIZING INFORMATION

Learning Points

* Use the Prospect Organizer Form to increase efficiency. Maintain a three-ring binder with forms categorized by employment sector. Update employer files as new information becomes available.

* Determine what information has been collected.

* Note which information seems the most relevant to establishing an employer account.

* Use the Prospect Organizer Form to pinpoint information yet to be collected.

* Be sure to mark information obtained from an informal source that needs to be cross-checked.

GUIDELINES FOR THE USE OF A PROSPECT ORGANIZER FORM

1. Begin with the employer's name and address.

2. First, use formal sources to identify basic information such as company location, types of jobs, hiring history.

3. Second, use informal sources to identify less obvious details such as transportation alternatives, incentives likely to motivate the employer, etc.

4. Prospect for information that will reveal if employers are exploitative or facilitative.

5. Prospect for information about employers' specific referral and service needs.

6. Prospect for information that will reveal if employers have worked cooperatively with human service agencies, workers with disabilities, minority groups, etc.

7. Continually update the form in your ring binder and in your agency's office file.

8. When entering information which needs to be cross checked to verify accuracy, code the entry with a "cc".

9. Expand the prospect organizer to suit your personal account development needs.

10. Divide your ring binder into sections for each of the employment sectors to track areas that need prospecting, e.g., retail sales, manufacturing, sales, service.

11. Confidentiality should be respected in prospect recording, as in client case recording. This is a professional account development activity, not a gossip column. The forms will eventually be placed in your agency files.

12. Remember you are prospecting for accounts, not jobs.

PROSPECT ORGANIZER FORM

1. Name of firm ________________________________

2. DOT industry title & code # ________________________

3. Where is the firm located?

   Street ________________________________
   County ________________________________
   City, State, Zip Code ________________________

4. How do employees commonly get to work?

   Specifics

   ___Walk, centrally located ________________
   ___Public vehicle ________________
   ___Personal vehicle ________________
   ___Company vehicle ________________

5. Is there an in-house cafeteria? Where is the nearest dining option? ________________________

6. How accessible is the structure of the facility?

   Specifics

   ___Parking lot ________________
   ___Entries/exits ________________
   ___Restrooms ________________
   ___Stairs ________________
   ___Hallways ________________
   ___Doors ________________
   ___Drinking fountains ________________
   ___Telephones ________________
   ___Aisles ________________
   ___Emergency exits ________________
   ___Other ________________

7. Key company personnel

   Hiring agent names ________________________
   Positions ________________________

   ___Policy maker ___Policy influencer

   Phone number/extension ________________________
   Best contact time ________________________
   Personal interests, concerns, attention getters ____________
   ____

   Gatekeeper names ________________________
   Positions ________________________

   ___Hiring influencer ___Policy influencer

Phone number/extension________________________________
Best contact time_____________________________________
Personal interests, concerns, attention getters__________
____

8. What incentives are most likely to motivate this employer?

Specifics

___Targeted job tax credits ______________________________
___Subsidized employment ______________________________
___Subsidized OJT ______________________________
___Job accommodation ______________________________
___Other ______________________________

9. Is there a union? If so, which one? ____________________

10. What benefits are available to employees?

___Worker's compensation
___Paid sick leave
___Medical insurance
___Paid vacation
___Life insurance
___Other ____

11. What are the general working conditions at the company?

___Inside
___Outside
___In & out
___Cold extremes
___Heat extremes
___Temperature changes
___Wet/humid
___Noise/vibration
___Hazards
___Fumes/odors
___Toxic conditions
___Dust/poor ventilation

12. What are the common situational demands within the company?

___Frequent duty changes
___Repetitive duty
___Following specific instructions
___Acting independently
___Working closely with others
___Working alone/apart
___Directing others
___Influencing others
___Performing under stress
___Evaluating by sensory/judgmental criteria
___Evaluating by measurable/verifiable criteria
___Interpreting by personal viewpoint
___Attaining precise standards/limits

13. What preparation does the employer usually require?

Specifics

___High school/GED ____________________
___College ____________________
___Vocational training ____________________
___Apprenticeship ____________________
___OJT training ____________________
___Prior experience ____________________
___Licenses ____________________
___Certificates ____________________
___Union membership ____________________

14. What are the hiring procedures?

Specifics

___Application form ____________________
___Interview ____________________
___Physical exam ____________________
___Special tests ____________________

15. Is there a probationary period for new employees? If so, how long?____________________

16. What work aids must employees usually provide?

Tools ____________________
Equipment____________________
Uniforms ____________________
Protective clothing ____________________

17. What type of work arrangement is typical at this company?

Work Schedule	Shift Assignment	Pay Unit
___Full-time	___1st shift	___Weekly
___Part-time	___Early evening	___Bi-monthly
___Temporary	___Late night	___Monthly
___Seasonal	___Other ________	___Commission

18. What is the company's track record with the agency?

___Has hired agency clients
___Has maintained agency clients
___Has advanced/promoted agency clients
___Uses follow-up services
___Has requested services that are unavailable
___Has made job modifications
___Works cooperatively with agency personnel
___Has worked cooperatively with persons with disabilities
___Has worked cooperatively with minority groups
___Provides in house training
___Has OJT sites
___An Affirmative Action employer

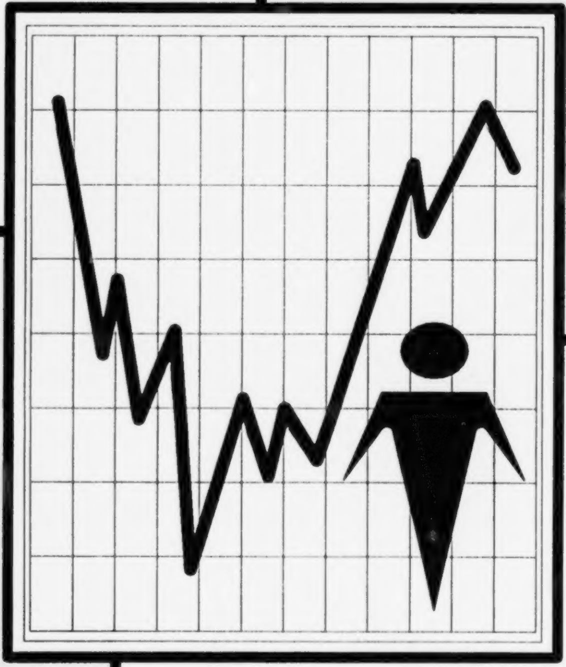
SIMULATION ACTIVITY INSTRUCTIONS

1. Using the materials provided, prospect for four potential accounts. Choose carefully, for you will use these prospects in upcoming RehabMark activities.
2. Identify as much information as you can from the formal sources provided by your trainer and enter it on your four Prospect Organizer Forms.
3. Identify as much information as you can from the informal sources provided by your trainer. Enter it on your four Prospect Organizer Forms.
4. Mark with an "I", those questions which would best be asked directly of the employer in a face-to-face interview.
5. Mark with a "PT", those questions which would best be answered on a plant tour.
6. Mark with a "CC", information which will require cross checking before it can be verified as accurate.
7. For each item you are unable to find information about list two possible sources you could prospect to locate leads.
8. Be sure you prospect four potential accounts. You will need four prospects for an upcoming simulation activity.

SELF EVALUATION CHECKLIST FOR PROSPECTING ACTIVITIES

		Yes	No	Needs Improvement
1.	Did you focus your prospecting on account development, not job development?	___	___	___
2.	Did you begin with formal sources to orient you to the employment situation?	___	___	___
3.	Did you pursue small informal leads with casual questioning?	___	___	___
4.	Did you prospect for information that would reveal which employers are facilitative and which are exploitative?	___	___	___
5.	Did you prospect for information that would reveal which employers have worked cooperatively with agencies, persons with disabilities, and minority groups?	___	___	___
6.	Did you code unverified information with a cross check "CC" symbol?	___	___	___
7.	Did you identify sources where unverified information might be cross checked?	___	___	___
8.	Did you continually seek to improve the accuracy of information on your forms?	___	___	___
9.	Did you use a Prospect Organizer form to guide your collection of data?	___	___	___
10.	Did you record and update your findings on a Prospect Organizer form?	___	___	___
11.	Have you divided your ring binder into employment sectors so unprospected areas might be tracked?	___	___	___
12.	Is your recording free of gossip?	___	___	___

Chapter Three



Targeting Potential Employers for Account Development

TARGETING POTENTIAL EMPLOYERS FOR ACCOUNT DEVELOPMENT

GOALS FOR TRAINING

The goals for training on targeting potential employers are:

* to help identify the 20% of employers who will hire 80% of clients.

* to focus your energy and time.

* to pre-select benefits for individual employers.

* to conserve agency resources.

TARGETING

Learning Points

* Targeting is accomplished by reviewing the information collected during prospecting to determine

  + if a match appears possible between an employer's needs and your agency's needs.

  + how much effort will be required to bring about a successful benefit exchange.

APPRAISING BENEFITS AND NEEDS

Learning Points

* The benefits-needs appraisal is a systematic process by which you organize and evaluate information gathered during prospecting.

* In appraising your agency, focus on its services -- job restructuring, for example -- and its needs -- on-the-job training sites, for instance.

* In appraising employers, focus on employment needs such as productive applicants, and benefits such as a variety of job types.

AGENCY BENEFITS REFERENCE LIST

Regularly

Job Candidate Referral

Job Analysis

Job Modification

Job Restructuring

Barrier Removal Consultation

Post Employment OJE

Post Employment OJT

On-the-Job Training

Occasionally

Disability Awareness Training

Tax Credits

Affirmative Action Consultation

Workers' Compensation Reduction Consultation

Second Injury Law Consultation

Rarely

Wage Subsidies

Capital Equipment Deductions

Troubled Employee Counseling

Accommodation Costs

Adaptive Equipment Costs

AGENCY BENEFITS APPRAISAL GUIDE

	Benefits	Time Frames	Available In-House	Coordinated Through Local Agencies
	Regularly			
1.				
2.				
3.				
4.				
5.				
6.				
	Occasionally			
1.				
2.				
3.				
4.				
5.				
6.				
	Rarely			
1.				
2.				
3.				
4.				
5.				
6.				

AGENCY NEEDS REFERENCE LIST

1. Job Forecast Information

2. Employment Opportunities

    a. Initial
    b. Maintenance
    c. Advancement

3. Pre-Employment Opportunities

    a. On-the-Job Evaluation
    b. On-the-Job Training
    c. Work Shadowing

4. Post-Employment Opportunities

    a. On-the-Job Evaluation
    b. On-the-Job Training

5. Employment Alternatives

    a. Supported Work Sites
    b. Job Sharing
    c. Consultation Work
    d. Part-Time Work
    e. Reduced Work Load
    f. Altered Job Responsibilities

6. Employment Environments

    a. Barrier Free
    b. Barrier Removal Opportunities
    c. Modified Work-Sites
    d. Restructured Jobs
    e. Transportation Alternatives

7. Employment Enhancement Opportunities

    a. Interpreters
    b. Readers
    c. Co-Workers Assistance
    d. Adaptive Equipment
    e. In-Plant Mobility

8. Community Recognition

    a. Referrals from Local Employers
    b. Business Advisory Councils

AGENCY NEEDS APPRAISAL GUIDE

Needs	Regular	Occasional	Rare
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

EMPLOYER NEEDS REFERENCE LIST

1. Job Candidate Referral System

    a. Speedy
    b. Appropriate

2. Job Ready Applicants

    a. Basic Literacy
    b. General Work Skills
    c. Trained in Special Skills

3. Work Ready Applicants

    a. Productive
    b. Flexible
    c. Accepting of the Work Role

4. Consultation

    a. Retention of Workers Disabled During Employment
    b. Job Identification
    c. Job Analysis
    d. Job Modification
    e. Job Restructuring
    f. In-Plant Mobility
    g. Barrier Removal
    h. Disability Awareness Staff Training
    i. Affirmative Action
    j. Selection Interview Procedures
    k. Assessment of Work Potential

5. Cost Reduction

    a. Workers' Compensation
    b. Second Injury Law
    c. Accommodation
    d. Adaptive Work
    e. Interpreters/Readers
    f. Tax Incentives
    g. Wage Subsidies
    h. Post-Employment OJE
    i. Post-Employment OJT
    j. Troubled Employee Counseling

6. Community Recognition

    a. Media Reports Featuring Employees with Disabilities
    b. Business Advisory Council

EMPLOYER NEEDS APPRAISAL GUIDE

Needs	Regular	Occasional	Rare
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20			

EMPLOYER BENEFITS REFERENCE LIST

1. Information about Job Forecasts and Local Labor Market Trends
2. Employment Opportunities
    a. Initial
    b. Maintenance
    c. Advancement
3. Variety of Work
    a. Clerical
    b. Sales
    c. Services
    d. Management/Administrative
    e. Technical/Professional
    f. Labor
4. Evaluation Sites
    a. Post-Employment
    b. Pre-Employment
5. Training Sites
    a. Pre-Employment
    b. Post-Employment
6. Workers Disabled During Employment
7. Staff Training
8. Community Recognition
    a. Recommendations/Referrals to Other Employers
    b. Media Coverage
    c. Company Newsletters
    d. Business Advisory Council Members

EMPLOYER BENEFITS APPRAISAL GUIDE

Benefits	Regular	Occasional	Rare
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

MATCHING BENEFITS AND NEEDS

Learning Points

- Use your assessment of agency and employer benefits and needs to find benefit-needs matches.

- Look for cost-effective exchanges by focusing on services your agency routinely provides.

THE BENEFIT-NEEDS MATCH

Agency Benefits	Employer Needs
Agency Needs	Employer Benefits

METHODS OF ORGANIZING INFORMATION

Learning Points

- Use the Target Account Pre-Planner to prepare to approach an employer about developing an account.

- List employer needs and benefits based on your prospecting activities.

- The information you enter should be directed toward the most effective use of your first face-to-face encounter with the employer.

GUIDELINES FOR USE:
TARGET ACCOUNT PRE-PLANNER FORM

1. Determine which benefits might be most appropriate in meeting this employer's needs and enter them on the form. If your prospecting activities have revealed any potential impediments, such as union seniority regulations, enter these and possible alternatives to them.

2. Decide on an objective for your first meeting with the potential account member. Remember that you know very little about the employer at this point despite prospecting activities. The employer knows less about you and your account system. Your objective will therefore center around information sharing that will establish an accounts relationship.

3. Decide exactly what information to present in that first meeting. Keep in mind that effective account developers relate specific benefits to specific employer needs.

4. Use small talk opening remarks which you know from your prospecting will be meaningful to the individual employer. This is a good time to give references or mention names of people you both are acquainted with.

5. Examine your Prospect Organizer Form and determine what information you still need to know or what is unverified. This will help you prepare questions to ask during the first meeting.

6. Your Prospect Organizer Form may also alert you to potential objections. Write these down so you can prepare for them should the employer grant you an interview.

7. Prepare closing remarks that will succeed in scheduling a second meeting. One effective close is to set up a time to meet and share information you will obtain in the interim to answer the employer's questions. Remember, it is effective to plan ahead, so write several possible closing remarks on the form.

TARGET ACCOUNT PRE-PLANNER FORM

1. Company Name: ____________________

2. Person to See: ____________________

   ___Decision maker ___Decision influencer

3. Exchange Profile:

Anticipated Needs	Benefits to Offer

Anticipated Impediments	Possible Alternatives

4. Primary Interview Objective:

   ____

5. Opening Remarks:

   ____

6. References to Present:

   ____

7. Benefits to Emphasize:

   ____

8. Questions to Ask:

   ____

9. Anticipated Objections:

   ____

10. Closing Remarks:

   ____

DIRECTIONS FOR TARGETING SIMULATION

1. Complete Agency Appraisal Forms first. If you are currently employed by an agency, enter the services your agency has available and those you can coordinate with other local human service agencies. If you are not employed, create hypothetical benefits and needs.

2. Complete Employer Appraisal Forms for each of the 4 prospects you identified in the previous prospect simulation.

3. Compare the Appraisal Need Forms and Appraisal Benefit Forms to identify matches. Pick the two most likely candidates for a benefit exchange.

4. Complete a Target Account Pre-Planner Form for the two companies.

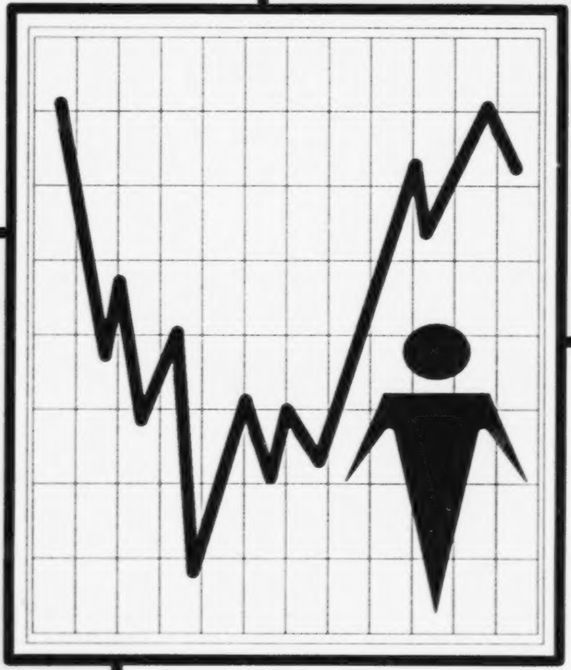
5. Use care in the selection of your two targeted companies. These employers will be used in the upcoming preapproach activity.

SELF EVALUATION CHECKLIST FOR TARGETING

		Yes	No	Needs Improvement
1.	Did I prepare a complete appraisal of my agency's needs?	___	___	___
2.	Did I prepare a complete appraisal of the benefits my agency has to offer an employer?	___	___	___
3.	Did I determine time frames for service provision?	___	___	___
4.	Did I consider services that could be coordinated through other human service agencies?	___	___	___
5.	Did I determine the frequency of available services--regular, occasional, and rare?	___	___	___
6.	Did I prepare a complete appraisal of each employer's needs?	___	___	___
7.	Did I determine the frequency of need--regular, occasionally, rarely?	___	___	___
8.	Did I prepare a complete appraisal of the benefits each employer has to offer?	___	___	___
9.	Did I compare benefits and needs to find matches?	___	___	___
10.	Did I set aside companies with insufficient information for future prospecting?	___	___	___
11.	Did I complete Target Account Pre-Planner Forms?	___	___	___
12.	Are specific benefits selected to match individual employer needs?	___	___	___
13.	Are these benefits routinely provided by my agency?	___	___	___
14.	Are costly benefits held in reserve for hard-to-place clients?	___	___	___
15.	Are anticipated impediments listed?	___	___	___

	Yes	No	Needs Improvement
16. Have I entered possible alternatives to impediments?	___	___	___
17. Did I determine a primary interview objective?	___	___	___
18. Have I identified relevant opening remarks for each employer?	___	___	___
19. Are questions designed to add information to gaps in your prospecting information?	___	___	___
20. Have I prepared responses to anticipated objections?	___	___	___
21. Have I prepared closing remarks that will lead to a scheduled second meeting?	___	___	___

Chapter Four



Preapproach Activities With Potential Account Members

PREAPPROACH ACTIVITIES WITH POTENTIAL ACCOUNT MEMBERS

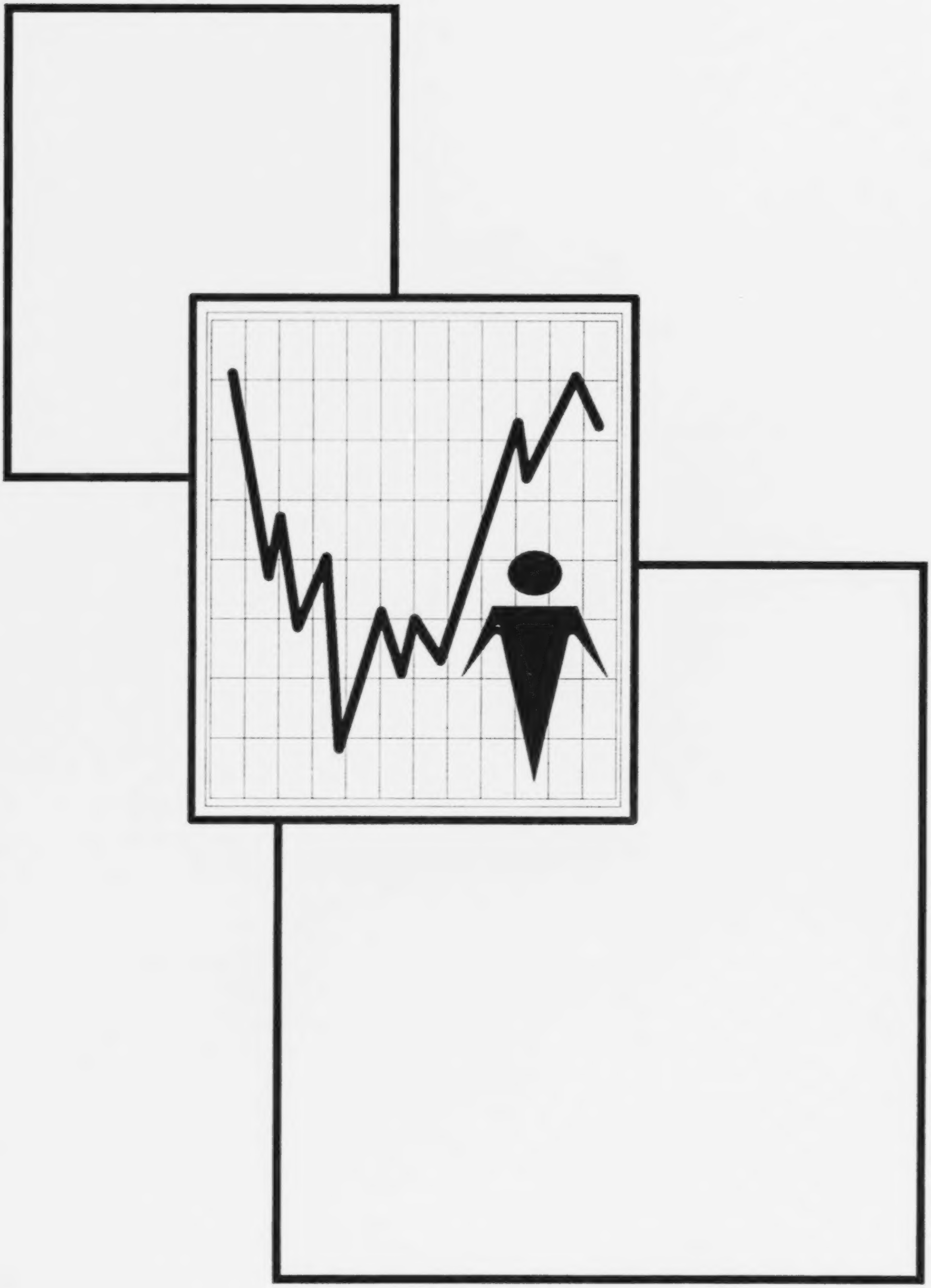
GOALS FOR TRAINING

The goals for training on preapproach activities with potential account members are:

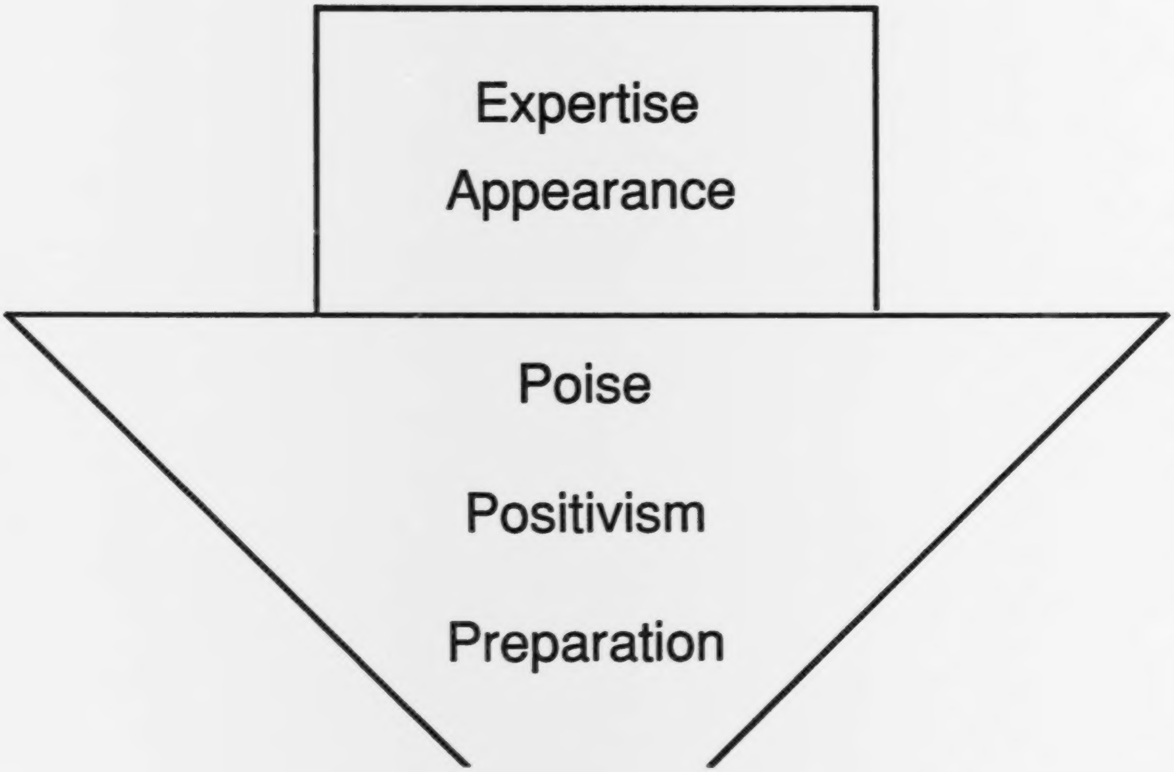
* to create an opening
  + to develop a new account
  + to introduce new services to an old account.

* to convey an image of competence
  + poised,
  + positive,
  + prepared.

* to design letters and telephone scripts to identify
  + who you and your agency are,
  + what you have to offer an employer,
  + how oriented you are to the employer's needs.



Preapproach Strategy



Expertise

Appearance

Poise

Positivism

Preparation

Create An Opening

Convey An Image

GUIDELINES FOR APPLYING REHABMARK PREAPPROACH STRATEGY TO LETTERS OF INTRODUCTION

Preparation

1. Prepare a general outline or sample letter presenting the benefit features.
2. Individualize the letter using Target Account Pre-Planner Forms.
3. Address the letter to the appropriate person.
4. Plan for receipt of the letter 2 to 3 days prior to telephone call.

Positivism

1. Use business terminology-eliminate jargon.
2. Employ descriptors that convey competence e.g., skilled, trained, work ready, pre-screened.

Poise

1. Observe conventions of formality.
2. Incorporate personal style.

Appearance

1. Agency letterhead or quality paper
2. One page
3. Three to four short paragraphs
4. Attractive enclosures, e.g., brochures, business cards.

Expertise

1. Identify one or two services the agency can provide that might meet the individual employer's needs.
2. Identify personal and agency credentials related to providing these services, e.g., training, experience, licenses, certification.
3. Identify advantageous feature of each service.
4. Define accounts as a way to meet employer needs.
5. Pique interest in a more detailed presentation.
6. Specify the time telephone calls will be made to schedule face-to-face contacts.

SAMPLE LETTER OF INTRODUCTION

November 16, 1985

Personnel Manager
Best Products Incorporated
Little Rock, Arkansas

Dear Mr. Benting:

Large companies with many employees, like your organization, must continually address complex employment issues such as affirmative action requirements, safety standards, union negotiations and the need for updated skill training.

The Adair Skill Training Center is licensed by the State of Arkansas to provide services for employers that specifically address these needs with no charge to the company.

Individual employer needs are met by establishing an account through which information and services can be accurately and rapidly provided.

I would like to arrange a meeting with you to explain how an account with the Adair Skills Training Center can help you address these issues which affect Best Products. Enclosed is a brochure that will briefly orient you to some of our services.

I will be contacting you next week to request an appointment.

Sincerely,

Lyndell Adams
Placement Specialist

Enclosures

brochure
business card

SAMPLE LETTER OF INTRODUCTION

November 16, 1985

Director of Personnel
First Bank and Trust
Fort Smith, Arkansas

Dear Mr. Longchamps:

The Fort Smith office of Arkansas Vocational Rehabilitation is pleased to announce the addition of Advanced Word Processing to its skill training program.

Following a needs survey of local employers an intensive six weeks training program was developed in cooperation with certified instructors at the Northwest Arkansas Vocational Technical Institute. Details of the training are described in the enclosed flier.

Job candidates with this training will be available beginning December 1, 1985. We encourage you to contact our referral office when you need job applicants with this expertise.

Sincerely,

Vincent Shepherd
Placement Specialist

Enclosure

flier

SAMPLE LETTER OF INTRODUCTION

November 16, 1985

Personnel Director
Rebco Manufacturing
DeQueen, Arkansas

Dear Mr. Jovits:

This letter is to inform you about the services of Projects with Industry, a program serving employers throughout Arkansas. Our organization provides employers with a large selection of trained, qualified applicants ready to go to work.

Recognizing that employers do not have time to engage in a lengthy search for acceptable job candidates, Projects with Industry has developed an efficient referral system designed to meet individual employer requests.

I would like to meet with you to explain how the referral system operates and how it can benefit your company at no cost. Enclosed is a brochure highlighting other services Projects with Industry has to offer employers.

I will be calling you next week for an appointment to meet so I can explain how Projects with Industry can be of assistance to you and your company.

Sincerely,

Tom Windel
Placement Practitioner

Enclosures:

brochure
business card

SELF-EVALUATION CHECKLIST FOR INTRODUCTORY LETTERS

		Yes	No	Needs Improvement
	Preparation			
1.	Did I prepare a general outline or sample letter to use as a guide?	___	___	___
2.	Did I prepare individualized letters using Target Account Pre-Planner Forms?	___	___	___
3.	Did I identify the appropriate contact person and address the letter to that person?	___	___	___
4.	Did I gauge the mailing of the letter so it would be received 2-3 days before the phone call?	___	___	___
	Positivism			
1.	Have I eliminated the use of jargon?	___	___	___
2.	Have I used business terminology?	___	___	___
3.	Have I used a number of positive descriptors?	___	___	___
	Poise			
1.	Did I use a business style in formatting the letter?	___	___	___
2.	Did I incorporate my personal style appropriately?	___	___	___
	Appearance			
1.	Did I use quality paper or agency letterhead?	___	___	___
2.	Is the letter contained on one page?	___	___	___
3.	Is it confined to 3 or 4 paragraphs?	___	___	___
4.	Are the paragraphs short?	___	___	___
5.	Have I included attractive enclosures?	___	___	___

	Yes	No	Needs Improvement
Expertise			
1. Have I highlighted those services that might meet the individual employer's needs?	___	___	___
2. When presenting services have I identified relevant agency credentials?	___	___	___
3. Have I identified advantageous features of the services that might appeal to the individual employer?	___	___	___
4. Have I defined an account as a way to efficiently meet employer needs?	___	___	___
5. Have I presented only enough information to elicit interest in a more detailed explanation?	___	___	___
6. Did I specify the time/date telephone calls will be made to schedule an interview?	___	___	___

GUIDELINES FOR APPLYING IMPRESSION MANAGEMENT STRATEGIES TO TELEPHONE CALLS

Preparation

1. Prepare an outline or a sample script.
2. Individualize each call using Target Account Pre-Planner Forms.
3. Rehearse the call.
4. Don't call before 9:00 a.m., after 4:00 p.m., or during lunch.
5. Don't make calls on Monday or Friday.
6. Prepare a list of employer names, telephone numbers, and secretarys' names.
7. Have an appointment calendar and a pen handy.
8. Ensure that there will be no interruptions.
9. Take notes during the call and add them to your account file.

Positivism

1. Relax and take a deep breath.
2. Close your eyes and form a positive mental picture of the employer.
3. Express eagerness to meet face-to-face.
4. Express thanks.

Poise

1. Find out the secretary's name and greet her/him each time you call.
2. Begin by indicating that the call will take only a few minutes--acknowledge that the employer is busy.
3. As soon as the employer expresses an interest, stop and schedule an appointment date.
4. If you are unable to schedule an appointment, send a thank you letter indicating that you will call again in two weeks.
5. If the employer presses for a presentation over the phone, identify the services in a general way, state that it is your policy to work directly with employers to ensure that services meet the individual needs of their company, and offer to call again when they have more time.

Appearance

1. Speak slowly, clearly, warmly and purposefully.
2. Use volume and tone to add emphasis at appropriate junctions.
3. Let the employer hang up first.
4. Hang up by depressing the switch with your finger.

Expertise

1. Mention your name and title.
2. Mention the agency's name and the area served.
3. State that the agency serves employers.
4. Identify the services in a general way.
5. Mention benefits; indicate that advantages exist.
6. Do not give detail about advantages.
7. State that advantageous features will be explained in a face-to-face meeting.
8. Decline to describe advantageous features over the phone.
9. Suggest two possible dates/times and let the employer choose.

SAMPLE TELEPHONE SCRIPTS

Formal Script #1

"Good morning. This is Tim Rankin, Placement Practitioner for Projects with Industry. We provide services to employers throughout Arkansas. I'd like to take a few minutes of your time in regard to the recent letter you received introducing our services. Would it be possible to schedule a short meeting to present the benefits these services can have for you and your company, say next Wednesday at 10:00 or Thursday at 2:00? Thank you, I'm looking forward to meeting you and I appreciate your taking time from your busy schedule. Until next Wednesday at 10:00 then. Goodbye."

Formal Script #2

"Good afternoon. This is Regina Walker, Placement Specialist for the Adair Skills Training Center. We provide services to employers in our county who need quick referrals of pre-screened qualified applicants. I'd like to take just a minute of your time in regard to our recent letter introducing this service. I would like to meet with you to present the details of how our applicants can meet your needs for qualified workers. Would you be able to meet briefly with me next Tuesday at 9:00 or would Thursday at 1:00 be better? Thank you. I appreciate your time and cooperation. We'll see you next Tuesday at 9:00 then. Goodbye."

Formal Script #3

"Mr. Jovits, this is Carl Anthony, placement specialist for Northwest Arkansas Vocational Rehabilitation. We provide services to employers who have a need to hire veterans, persons with disabilities, or women. I'd like to take a few minutes of your time in regard to the recent mailing announcing our services. Could we meet briefly so I can explain how our pre-screening referral services might save you time from having to interview a large number of applicants, say next Tuesday at 1:00 or Thursday at 9:30? Oh, I see, going on vacation. Well, I hope you have a great time in Ontario! I hear they have some great trout fishing up there. Tell you what, why don't I just call back after your trip. You say you'll be gone a week? Why don't I call Wednesday, the 15th after you get back, that way you'll have time to get back into the swing of things. Well, you have a great time and I'll be talking to you on the 15th."

Familiar Script #1

"Sam, it's Tom Jacobs out at Voc Rehab! I'm calling about our flier announcing the new job modification consultant, Harold Weaver. I'd like to bring him over to meet you next week. Thought he might take a look at that telephone set-up you and I have been racking our brains over. How about next Tuesday morning at 10:00 or Wednesday afternoon around 3:00?"

SELF EVALUATION CHECKLIST FOR TELEPHONE CALLS

	Yes	No	Needs Improvement
Preparation			
1. Did I prepare a general outline or sample script?	___	___	___
2. Did I use the Target Account Pre-Planner to individualize each call?	___	___	___
3. Did I rehearse the call adequately?	___	___	___
4. Did I arrange not to be interrupted?	___	___	___
5. Did I set up my materials?	___	___	___
a. list of employers' names and numbers	___	___	___
b. list of secretaries' names	___	___	___
c. appointment calendar and pen	___	___	___
6. Did I call after 9:00 a.m., before 4:00 p.m., and not during the noon hour?	___	___	___
7. Did I avoid calling on Monday and Friday?	___	___	___
8. Did I take notes and add them to the account file?	___	___	___
Positivism			
1. Did I begin in a period of calm?	___	___	___
2. Did I try to form a positive mental image of the employer?	___	___	___
3. Did I express eagerness to meet face-to-face?	___	___	___
4. Did I express thanks?	___	___	___
Poise			
1. Did I state that the call would take only a few minutes?	___	___	___

		Yes	No	Needs Improvement
2.	Did I stop when interest was indicated and schedule a date?	___	___	___
3.	Did I ackowledge that the employer is busy?	___	___	___
4.	Did I find out the secretary's name and use it in greeting him or her?	___	___	___
5.	Did I resist pressure to make a presentation over the phone?	___	___	___

Appearance

1.	Did I speak slowly, clearly, warmly and purposefully?	___	___	___
2.	Did I alternate tone and volume to accentuate points of interest?	___	___	___
3.	Did I let the employer hang up first?	___	___	___

Expertise

1.	Did I identify myself and my position?	___	___	___
2.	Did I mention the name of my agency and the territory it serves?	___	___	___
3.	Was it clear that my agency serves employers?	___	___	___
4.	Were services identified in a general way, saving details for the face-to-face meeting?	___	___	___
5.	Were benefits highlighted and advantages referred to?	___	___	___
6.	Were details about advantages saved for the meeting?	___	___	___
7.	Were two appointment dates and times suggested?	___	___	___
8.	Was it clear that advantageous features would be presented in detail at the meeting?	___	___	___

Chapter Five

Developing the Confidence of Potential Account Members

Sources of Employer Confidence

Practitioner

Agency

Disabled Workers

EMPLOYER CONFIDENCE IN THE PRACTITIONER

1. How would the employer rate my track record?
2. How did I help when he/she needed my advice on evaluating applicants for a specific job positon?
3. How did I help when he/she needed my advice on orientation or on-the-job training?
4. How did I help when he/she needed my advice on barrier removal?
5. How did I help when he/she needed my advice on job modification, job restructuring for a specific new employee?
6. When my agency was late in referring clients for a position that had to be filled quickly, how did I assist the employer?
7. Have I demonstrated clout with my own agency when a referral or a service had serious shortcomings?
8. When one of the clients I referred was unable to retain his/her job how did I assist the employer during the termination process?
9. How honest and up front have I been with the employer?
10. Have I demonstrated genuine interest in helping employers solve their employment problems?
11. Does the employer feel I am only interested in placing clients?
12. Would the employer recommend me to another employer?
13. Have I extended the employer's confidence in me to my agency and to workers with disabilities?
14.
15.
16.
17.

EMPLOYER CONFIDENCE IN THE AGENCY

1. How would the employer rate my agency as a source of supply?
2. How did my agency react when it was late in referring applicants for a job that had to be filled quickly?
3. How did my agency react when the employer had to call several times on an urgent job order?
4. When the employer needed help with a newly hired referral, how did my agency respond?
5. When the employer had to terminate a hired referral shortly after placement, how did my agency react?
6. When the employer had to terminate a hired referral after a lengthy period of employment how did my agency react?
7. What is my agency's reputation among employers on account?
8. What is my agency's reputation among community employers not on account?
9. How long has my agency been offering accounts and how long has it been serving local employers?
10. Do employers feel my agency will offer accounts next year, in five years?
11. Who do employers think makes agency decisions that affect them?
12. Who do employers know at my agency who might help them, and what is his/her position?
13. What follow-up services does my agency offer and how well equipped is it to supply each of them?
14. Does agency media convey an image of competence?
15. Are agency representatives active in civic organizations?
16. Are agency representatives active in Employer-Rehabilitation Councils?
17.
18.
19.
20.

EMPLOYER CONFIDENCE IN THE DISABLED WORKER

1. How would the employer rate the benefits for his/her company in employing disabled workers?
2. Do employers feel applicants I refer are trained, work-ready and pre-screened for the job opening?
3. Will my referrals save the employer time/money on the search and screening process?
4. Does the employer feel disabled workers represent quality benefits in terms of low turnover, attendance, and accident rates?
5. Can the employer proudly discuss disabled employees with other employers?
6. Have cost-effective modifications enhanced the flexibility/ promotability of employees with disabilities?
7. Have workers with disabilities integrated easily into the workforce?
8. Have workers with disabilities maintained and advanced within the company as easily as non-disabled employees?
9. Are disabled workers as productive in terms of both quality and quantity as non-disabled co-workers?
10. Have disabled workers compensated with extra work effort to make up for limitations created by their disability?
11. Has the employer received community recognition and support for hiring workers with disabilities?
12. Are disabled workers resented by co-workers or supervisors?
13. Does adaptive equipment utilize state-of-the-art technology?
14. Do employers feel disabled workers understand and accept the work ethic and the role of the worker?
15.
16.
17.

THREE STRATEGIES FOR DEVELOPING EMPLOYER CONFIDENCE

1. Role congruence
2. The response method
3. The referral method

VOCABULARY TO PROMOTE EMPLOYER CONFIDENCE

Human Service Terms to Avoid	Employment Oriented Terms to Use
Competitive employment	Work, the job
Rehabilitation	Job training, work
Counsel	Interview, meet with, talk with, negotiate
Client	Trainee, prospective employee
Staff, case worker, trainer	Supervisor, boss, foreman, instructor, management
Individual (IWRP) plan	Employee training program, job analysis
Remuneration	Pay, $, salary, wage
Service	Business, product line
Agreement	Contract
Placement	Employment
Probation: employee will be given a chance and another and another	Probation: employee is given an opportunity to meet set criteria over a set period
Evaluation/assessment	Employee appraisal
Facility	Plant
Administration	Management

Galloway, C. (1982). Employers as partners: A guide to negotiating jobs for people with disabilities. Sonoma, CA: Sonoma State University, California Institute on Human Services.

VOCABULARY TO PROMOTE EMPLOYER CONFIDENCE

	Diagnostic Terms to Avoid	Functional Limitation Terms to Use
1.	Mental retardation	Difficulty in learning new tasks
2.	Learning disability	Difficulty in interpreting information
3.	Blind-visually impaired	Limitation of sight
4.	Deaf-hearing impaired	Limitation of hearing
5.	Speech impaired	Limitation of speech
6.	Epilepsy	Susceptibility to fainting, dizziness, seizures
7.	Cerebral palsy	Incoordination
8.	Physical disability	Limitation of stamina
9.	Quadriplegia/ paraplegia	Difficulty in moving head Difficulty in lifting and reaching with arms; Difficulty in sitting; and Difficulty in using upper/lower extremities

Galloway, C. (1982). Employers as partners: A guide to negotiating jobs for people with disabilities. Sonoma, CA: Sonoma State University, California Institute on Human Services.

THE RESPONSE METHOD

1. Categorization and synchronization
    a. Attitudes about disability
    b. Dominant buying motive
    c. Behavioral traits

BEHAVIORAL TRAITS

1. Silent
2. Procrastinating
3. Slow-Methodical
4. Talkative-Enthusiastic
5. Argumentative
6. Opinionated
7. Skeptical-Suspicious
8. Overcautious-Timid
9. Impulsive-Changeable
10. Irritable-Impatient

THE REFERRAL METHOD

1. References
2. Referred Leads

THE REFERRAL METHOD: SUCCESS FACTORS

1. The source of the referral
2. Identifying your use of referrals
3. The way referrals are requested
4. How referrals are qualified
5. The timing of referral requests

SELF EVALUATION CHECKLIST FOR BUILDING EMPLOYER CONFIDENCE

	Yes	No	Needs Improvement
1. Have I observed other local suppliers/service providers to identify locally appropriate business costumes?	___	___	___
2. Have I selected a business costume that will promote role congruence with what local employers typically expect from an accounts developer?	___	___	___
3. Have I selected a business costume that incorporates elements of my own style?	___	___	___
4. Does my business costume look like a uniform?	___	___	___
5. Does my business costume convey a personal image of competence?	___	___	___
6. Have I become acquainted with local business terminology during prospecting activities?	___	___	___
7. Am I developing a general business vocabulary that will minimize rejection created by technical jargon?	___	___	___
8. Have I evaluated the terminology used in promotional media?	___	___	___
9. Do I avoid using promotional media that uses diagnostic terms or clinical labels?	___	___	___
10. Do I use terms that focus on functional limitations and accommodations rather than sickness or disease?	___	___	___
11. Do I use empathy skills to enhance the development of personal relationships with employers?	___	___	___

	Yes	No	Needs Improvement
12. Have I rapidly categorized the interaction style of each employer upon first meeting?	___	___	___
13. Do I respond to each employer with a synchronized interaction style designed to create comfort and confidence?	___	___	___
14. Have I introduced the concept of referred leads early in the initial interview?	___	___	___
15. Have I created the expectation that a request for referrals will be made?	___	___	___
16. Have I established good rapport before asking for referred leads?	___	___	___
17. Have I asked for referrals in such a way that the employer's consent is implied?	___	___	___
18. Do I pay close attention to remarks employers make about other people?	___	___	___
19. Do I ask specific questions to guide employers in identifying referrals?	___	___	___
20. Do I ask for referred leads on every possible occasion?	___	___	___
21. Do I qualify each referred lead with follow-up questions?	___	___	___
22. Do I ask employers to contact the person they have referred?	___	___	___

Module Two

Employer Relations

Chapter Six

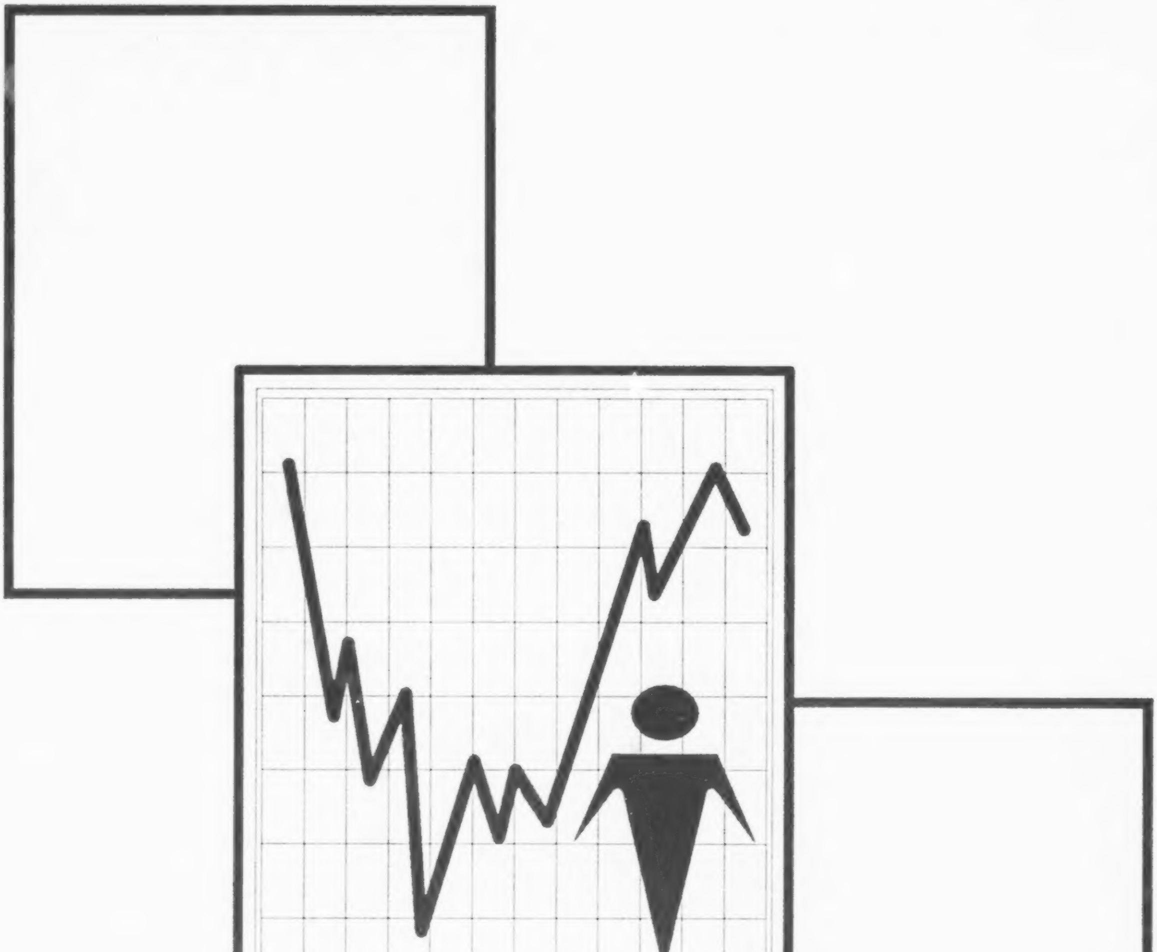
Cost Issues

COST ISSUES

GOALS FOR TRAINING

The goals for the training on cost issues are:

- to create an awareness of the costs that employers are concerned about in regard to hiring workers with disabilities
- to provide accurate information about cost issues
- to provide background information on cost issues in order to respond effectively to employers' concerns.



PRODUCTIVITY

Learning Points

- Employers have been concerned that hiring people with disabilities will result in higher costs.
- The productivity of workers with disabilities is questioned by employers.
- Information can be used to support the benefits of hiring workers with disabilities.
- Research has shown that first line supervisors reported more than adequate productivity for workers with disabilities.

ATTENDANCE

Learning Points

* Recent research by pollster Louis Harris (1986) has shown that the attendance records of workers with disabilities compare favorably with nondisabled workers.

* Other research supports the same conclusion.

  For example,

  + du Pont, 1982
  + Pati & Adkins, 1980
  + Ellner & Bender, 1980
  + Simon, 1963

SAFETY

Learning Points

* Studies show that workers with disabilities have good safety records.

  For example,

  + du Pont, 1982

  + Ellner & Bender, 1980

  + Simon, 1963

WORKERS' COMPENSATION

Learning Points

* Many employers expect workers' compensation rates to rise if they hire a worker with a disability.

* Workers' compensation was developed to eliminate the need for workers to sue employers when work-related disability or illness occurred.

* Most states have had workers' compensation laws since the early decades of this century, providing for

  + cash benefits
  + medical care
  + rehabilitation services

* Employer choices in meeting workers' compensation obligations include

  + purchase of insurance from private carriers
  + purchase of coverage from state fund or
  + self-insurance.

* Employees or families may make claims for

  + medical only
  + temporary total disability
  + temporary partial disability
  + permanent partial disability
  + permanent total disability
  + death claims

* The majority of indemnity costs are for permanent partial disability.

CATEGORIES OF DISABILITY

Learning Points

* Employees or their families may make claims for compensation for six categories of disability as a result of injury or illness:

  + medical only, providing virtually unlimited coverage for medical costs;

  + temporary total disability, when an employee is completely unable to work for some time after the injury or illness occurs, but is eventually able to return to work without permanent impairment;

  + temporary partial disability, when an employee experiences partial incapacity on the day of the accident or illness but can continue to work, and eventually returns to work without permanent impairment;

  + permanent partial disability, where an employee suffers permanent impairment, functional limitation, or the loss of earning capacity;

  + permanent total disability, when an employee cannot ever return to work; and

  + death claims.

DETERMINATION OF EMPLOYER COSTS FOR WORKERS' COMPENSATION

Learning Points

* Very complex process dependent on

  + employer's size
  + experience
  + classification, and
  + and insurance arrangement.

* It is difficult to state with certainty what the employer's costs will be.

* Workers' compensation costs are rising and employers are very concerned.

* Employers perceive such cost increases as threats to their profitability.

* Employers fear paying the cost of full disability if they hire a person with a partial disability and the individual is injured and becomes totally disabled.

SECOND INJURY FUNDS

Learning Points

* Cover the costs of total disability resulting from additional injury or illness to an already disabled individual.

* Reduce the risk an employer takes by hiring a worker who is disabled.

* Most states have implemented shared-cost systems for employers, or have levied charges on private insurance carriers to finance second injury funds.

COUNTERING EMPLOYERS' CONCERNS ABOUT WORKERS' COMPENSATION

Learning Points

* Provide accurate information such as

- + Workers who are disabled have been shown to have good safety records.
- + Workers' compensation rates are determined by many factors, the most important of which are the employers' experience and the hazards for a particular industry.
- + The second injury fund protects employers against the potential liability for permanent disability for workers with pre-existing disabilities.

HEALTH INSURANCE

Learning Points

- Health insurance is probably the most confusing cost issue because of the array of health care plans available.

- Group plans are those sold by insurance companies to organizations covering many employees at one time. Under this plan the organization will usually not suffer any increased health insurance costs when hiring workers with disabilities.

- Self-funded plans are those that a company funds by setting aside enough money to provide health care for employees. It is possible under this plan for increased health care costs to directly affect health insurance costs.

A POSITIVE COST-SAVING: THE TARGETED JOBS TAX CREDIT

Learning Points

* A federal initiative designed to encourage employers to hire workers from nine targeted categories (including vocational rehabilitation clients) by providing tax credits for the wages paid to workers.

* The tax credit is 40% of the first year's wages, up to $6,000 for employees employed a minimum of 90 days or 120 hours.

* The employer can realize a benefit up to $2,400 for hiring an individual in one of the nine categories.

* Eligibility is simple and involves certification by the state employment service and filing special forms with the IRS.

* TJTC's are becoming more widely used and accepted by employers.

	Yes	No	Needs Improvement
16. Have I entered possible alternatives to impediments?	___	___	___
17. Did I determine a primary interview objective?	___	___	___
18. Have I identified relevant opening remarks for each employer?	___	___	___
19. Are questions designed to add information to gaps in your prospecting information?	___	___	___
20. Have I prepared responses to anticipated objections?	___	___	___
21. Have I prepared closing remarks that will lead to a scheduled second meeting?	___	___	___

Chapter Seven

Organizational Issues

ORGANIZATIONAL ISSUES

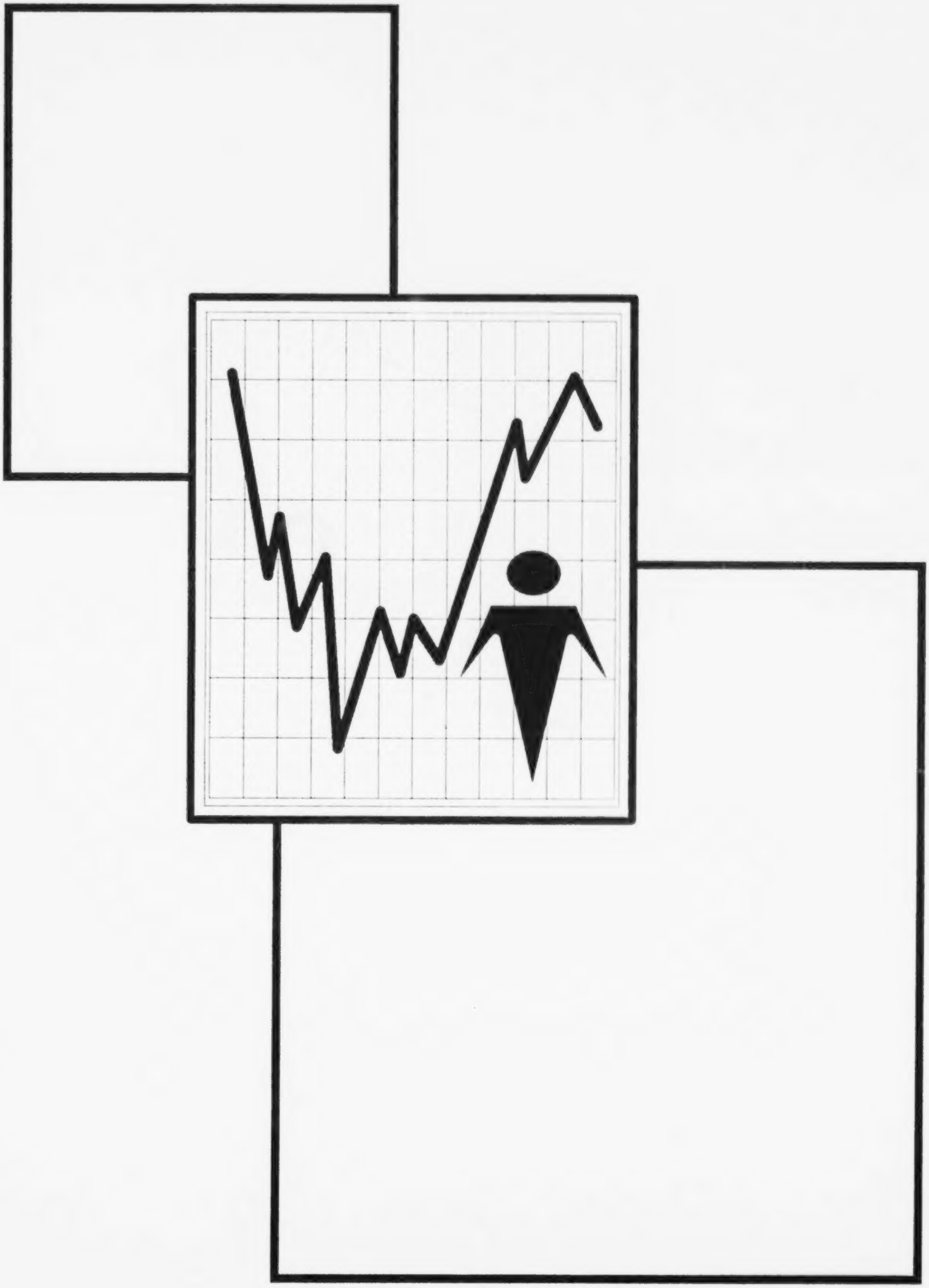
GOALS FOR TRAINING

The goals for the training on organizational issues are:

* to create an awareness of employers' concerns about bringing workers with disabilities into their organizations

* to present accurate information in regard to organizational issues

* to provide the information needed to meet objections or to answer questions raised by employers who are concerned about these issues.



AFFIRMATIVE ACTION

Learning Points

- The Rehabilitation Act of 1973 includes two sections that require employer acts to assure equal employment opportunities for workers with disabilities.

- Section 503 applies to employers
  doing $2500 worth of business with the federal government
  and
  requires the employer to take affirmative action.

- Section 504 applies to any employer
  receiving any kind of federal assistance
  and
  requires only that the employer not discriminate.

- Affirmative action programs involve

  - policy statements on employer's commitment to equal employment opportunity (EEO)
  - the EEO director's name, location and functions
  - a description of the hiring managers' responsibilities

- Employers are required
  to make reasonable accommodations unless doing so
  creates an undue hardship.

- Undue hardships may exist when a small workforce exists, there are few openings or the employer would experience a competitive disadvantage.

UNIONS

Learning Points

* Unions developed concurrently with the expansion of manufacturing in the U.S.

* Employment conditions which precipitated the development of unions included

  + 60 to 80 hour work weeks,
  + low wages, and
  + pressures to produce in less and less time.

* Unions have their origins in a tumultuous time in American history; and they have a proud tradition of defending the rights of labor.

* The interests of unions have been in negotiating working hours, including overtime, the dsecription of jobs, and job security based on seniority.

* Unions are diverse in their interests and practices.

* Some unions have been instrumental in developing programs to protect workers who become disabled and to help other disabled individuals find employment.

* Unions are primarily concerned with protecting their members.

* Union contracts contain provisions to protect the job security and individual integrity of members.

* Effective placement practitioners will become well informed about union representation, including

  + specific union at a company
  + union's rules regarding new workers
  + individuals responsible for negotiating with employers
  + arrangements that could be made with the union to facilitate placement of workers with disabilities.

RELATIONSHIPS WITH SUPERVISORS AND CO-WORKERS

Learning Points

- Employers may have concerns about workers with disabilities and their ability to handle interpersonal relationships in the work setting.
- Such employer concerns fall into two categories
  + ability to get along with co-workers
  + amount of supervision required.
- Preserving harmony is important to employers.
- Employers need reassurance that applicants referred by placement practitioners and other rehabilitation specialists have the required social skills to maintain good relationships.
- Supervisors are considered valuable assets and employers do not desire to overburden them.
- Placement practitioners should work to help employers understand that most workers with disabilities will not require additional supervision.
- When a worker with a disability is likely to need additional or different supervision, the placement practitioner should be direct about the need and reassure the employer that assistance in solving such problems will be provided.

SUMMARY AND LEARNING POINTS

The key learning points in this chapter are:

* Section 503 of the 1973 Rehabilitation Act requires employers doing business worth $2500 with the federal government to take affirmative action to hire persons with disabilities.

* Section 504 requires those businesses receiving federal assistance to be nondiscriminatory.

* Labor unions are primarily concerned with protecting the interests of their members.

* Unions can become important allies in your placement efforts. Remember to negotiate!

* Employers are concerned about the burdens placed on their supervisors; keep the employer well informed of the supervisory demands of the applicants you refer.

Chapter Eight

Information about Employers' Organizations

INFORMATION ABOUT EMPLOYERS' ORGANIZATIONS

GOALS FOR TRAINING

The goals for the presentation on information about employers' organizations are:

- to create awareness of the information needs that employers can respond to

- to provide the rationale for obtaining the information and present the areas in which information is needed

- to present the information and background needed to understand employers' organizations.

TYPES OF POSITIONS

Learning Points

* Gaining information about the types of positions in an organization will

    + assist in understanding the composition of the workforce and possible openings
    + provide opportunities to verify information collected during account development, and
    + enable the placement practitioner to learn about new developments in the company.

* In manufacturing concerns

    + most positions are in production
    + smaller numbers are in general office, personnel, payroll and related.

* Recent economic developments have resulted in fewer numbers of workers in manufacturing due to foreign competition and automation.

* Placement practitioners are advised to watch the manufacturing sector closely, since employment has stabilized in this sector and may be reduced in the future.

* The service sector is contributing many new jobs in the U.S. workforce every year, many of which require customer contact.

* Examples of service sector jobs include

  cashiers
  counter positions in fast food operations, and
  clerks in retail sales organizations.

EDUCATIONAL AND WORK EXPERIENCE REQUIREMENTS

Learning Points

* Seek out general needs of the employer such as
    + specific education preparation
    + vocational training
    + prior work experience
    + specific work experience related to job, and
    + level of energy and ambition required.

PERSONAL CHARACTERISTICS DESIRED

Learning Points

* A general trend in business is that employers are more concerned about hiring someone who "knows how to work":

  + gets to work on time

  + is ready to work

  + works steadily, and

  + gets along with others in the work place.

* This trend is due to the rapid pace of technological change requiring on-site training and retraining in specific techniques.

* Knowing the characteristics favored by employers allows you to choose candidates based on those qualities, and stress those qualities in your presentation of potential employees.

ADVANCE INFORMATION

Learning Points

- Employers often expect advance information on applicants you represent.

- This information will likely vary from employer to employer depending on the needs and preferences of the employer.

GENERAL WORKING CONDITIONS

Learning Points

* Information on the general working conditions in a work setting supplements the details obtained in a job analysis.

* Simple observation can be very useful in obtaining this information.

* Examples of such information include

  + inside/outside work
  + lighting and ventilation, and
  + temperature.

* Questions regarding such work conditions should be phrased on a positive manner to avoid offending the employer.

PAY AND FRINGE BENEFITS

Learning Points

* Most employers have a standard beginning pay rate and schedule of pay increases.

* It is useful to obtain some specification of the criteria used in determining wage increases.

* Fringe benefits include such items as

  + health insurance
  + retirement plans
  + vacation, and
  + sick leave.

* If an employee handbook is available, attend to

  + health insurance program,
  + life insurance options, and
  + specifics of the retirement program.

ADVANCEMENT OPPORTUNITIES

Learning Points

- Inquiring about advancement opportunities emphasizes to the employer that, not only will you be able to refer qualified applicants, but these workers are interested in and may be able to advance in the organization.

- Many employers promote from within, and this makes advancement a possibility for your clients.

- Appropriate questions for the employer include:

    - Is promotion usually from within?
    - How often do higher level positions come open?
    - What is the average tenure prior to promotion?
    - How are promotion decisions made?

- Develop the employer's expectation that workers with disabilities will be eligible for and expect the opportunity to advance.

PERSONNEL POLICIES

Learning Points

- High quality organizations have flexible policies allowing for
  - training,
  - continuing education, and
  - affirmative action initiatives.
- Learn about the training in specific job skills for incoming employees.
- Determine the willingness of the employer to provide continuing education or training to upgrade the skills of current employees.

SPECIAL PROBLEMS IN MAINTAINING THE WORKFORCE

Learning Points

* Find out if there are problems that make it difficult to maintain a workforce.

* Employers appear to be concerned about declines in the work ethic among workers.

* Knowing about such concerns makes it possible to meet the needs of the employer.

SUMMARY AND LEARNING POINTS

In summary, it is vital that the placement practitioner have information on the structure of the employer's internal labor market so that he or she can plan to refer persons who have the required skills and characteristics.

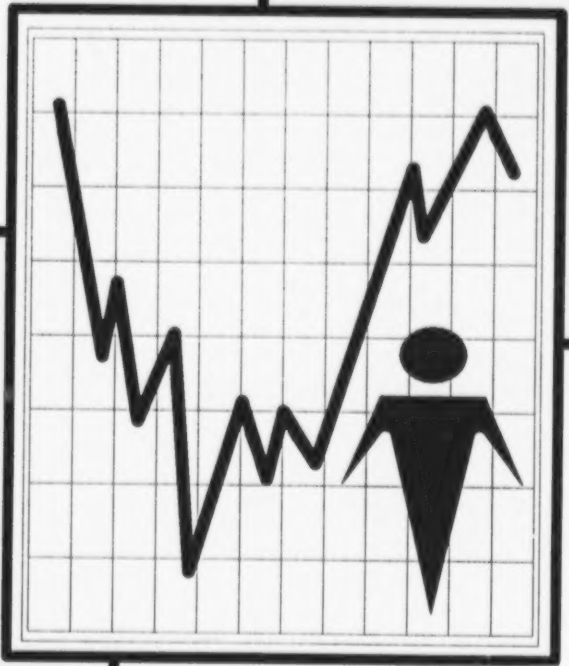
It is also important to their client's career establishment and enhancement that placement practitioners know about the organization's personnel policies.

The key learning points for this chapter are:

* Ask questions of the employer about the types of positions, work experience and educational requirements, and desired personal characteristics of aplicants.

* Your knowledge of the working conditions, the pay and benefits package, and company policies regarding promotion will help you in your efforts to establish accounts with the best employers in your area.

Chapter Nine



Establishing Contact

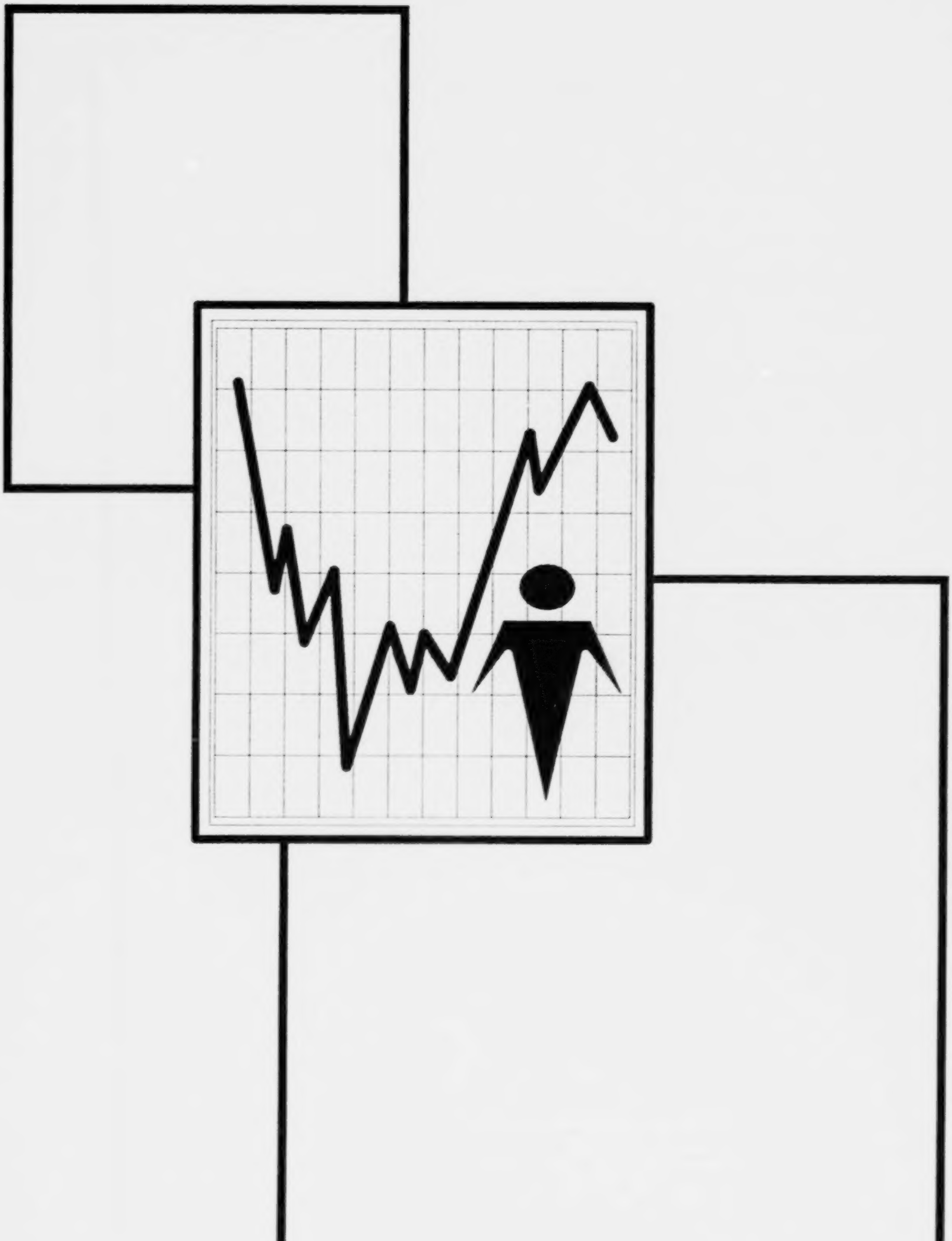
ESTABLISHING CONTACT

GOALS FOR TRAINING

The goals for the training on establishing contact are:

- to build on previous preapproach activities to create a professional relationship with the employer, and

- to begin the benefit-exchange process with a clear and concise description of the business-rehabilitation partnership and its benefits to the employer.



OPENING THE INTERACTION

Learning Points

* This is a simple step involving a greeting that is compatible with accepted business practices.

* Follow standard business practices by using the individual's last name and stating pleasure at the opportunity to meet.

* Comments about another's age, appearance, or other personal characteristics--even positive comments--should not be made.

* It is inappropriate to inquire about company business that is not public knowledge or for public discussion.

Examples of Appropriate Questions

"Good morning, Mr. Johnson. It's nice to meet you in person."

"It's a pleasure to meet you after speaking with you over the telephone, Ms. Meriweather."

"How nice to finally meet you, Ms. Wehman."

Examples of Inappropriate Questions

"It's nice to meet you, Rodney."

"My pleasure, Mr. Pritchard. You're much younger than I thought you'd be."

"Hello, Mr. Campbell. How is the company doing now that the lawsuit has been settled?"

ENGAGING IN SMALL TALK

Learning Points

* It is generally expected that business conversations will begin with small talk. Appropriate topics include

  the weather,
  sports news,
  or any other noncontroversial subject.

* There is an old rule of thumb with which we agree wholeheartedly: Avoid comments about race, religion, or politics in business interactions...period.

Examples of Appropriate Small Talk

"Well, I guess our poor old Wranglers really had their hands full the other night with Timbuktu State. Did you see that game?"

"I'd bet you're as glad as I am that the weather has finally cleared up."

"I notice you've painted the building. I sure like that color."

Examples of Inappropriate Small Talk

"Well, I see that the President has really made a fool of himself again."

"I hope you haven't been adversely affected by that ruling about hiring minorities."

"Have you noticed that the churches around here are getting more involved in politics?"

REFERRING TO EARLIER CONTACT OR USING REFERRED LEAD

Learning Points

* This step involves referring either to an earlier contact--a telephone call or letter--or to a person known to the employer who referred you to him or her. This comment should convey a positive image of the employer.

* Referring to contacts or referred leads reminds the employer of the purpose of your visit, or makes references to a business acquaintance of the employer.

* When using referred leads, it is best to mention the lead's company (as well as the lead's name) and to use that referred lead to indicate a specific advantage your services might have for the employer.

Examples of Appropriate Use of References

"I've been looking forward to meeting with you since we talked on the phone. OK Products has such a good reputation."

"As I mentioned when we spoke on the phone the other day, I would like to explain how our services might help meet your work force needs. I'm very interested in establishing contacts with excellent companies such as yours."

"Mr. Thompson, at Preferred Foods, suggested that I call on you. He mentioned that your company has had trouble with high turnover in some positions, and he has found our services particularly helpful in filling high turnover positons at Preferred Foods. He thought perhaps our services might help your excellent company as well."

Example of Inappropriate Use of References

"Mr. Thompson suggested that I call on you."

DESCRIBING THE ORGANIZATION YOU REPRESENT, YOUR ROLE, AND THE PURPOSE OF YOUR VISIT

Learning Points

* The employer will probably not have a very good understanding of rehabilitation practices. It is a good idea, during the first few minutes of the conversation, to provide some clarification about whom you represent, what your role is with the organization, and why you want to speak with the employer.

Examples of Appropriate Descriptions

"I represent the Blue Hill Workshop in Richardson, Mr. Griswold. At the workshop, we provide work adjustment services for individuals who have various kinds of disabilities. Our clients go through several weeks of training to learn how to stick with a job, how to respond to supervision, and how to interact with co-workers. Our major purpose is to prepare that person to enter the workforce in competitive employment. My role there is to work with employers to help provide prescreened, qualified applicants for positions the employer may have open, and to work with our clients after they have been placed on jobs. I wanted to speak with you today to tell you about our services, and to discuss the possibility of opening an account with OK Products."

"I work with the state vocational rehabilitation office. As you may know, VR helps people who are disabled get the training and restoration services they need to get into the workforce. I am a placement specialist with VR, which means that I work with employers in this area to help meet their labor needs. The basic service I provide is the referral of qualified, work ready applicants for those companies' positions. I also provide several other services to the employers who have accounts with me. The purpose of my visit today is to acquaint you with my services and to see if you would have any interest in establishing an account with me."

DESCRIBING YOUR SERVICES

Learning Points

* This step involves describing the basic service that you provide--the referral of qualified, prescreened applicants--in terms of benefits to the employer.

* Points frequently emphasized are:

  + major benefits for the employer
  + acquiring information about the organization
  + conducting a job analysis
  + checking clients against job requirement
  + working on an ongoing basis with the employer

Examples of Appropriate Descriptions

"The major service I provide, as I mentioned, is the referral of prescreened, qualified applicants who are ready and eager to go to work. The first thing I do when I open an account with an employer is to learn as much as I can about the company and its labor needs. I like to tour the plant and do what we call a job analysis. That just means that I look at the positions you have and determine what kinds of requirements an applicant would need to meet for a particular job. Then, as jobs come open, I review the qualifications of our clients and refer to you any who are qualified for that job. As you hire our people, I will be working with you on an ongoing basis to make sure that the person does the job well, and to take care of any problems that might come up."

"The primary service that I provide to employers is the referral of good applicants for positions as they come open. When I open a new account, I get to know the company as well as I can--I do an analysis of the positions in a company to see what kinds of physical and mental capacities are reqired to do the job, and we talk about what other characteristics you look for in new hires--flexibility, ability to work in a team, that sort of thing. Then, as jobs come open, I'll make referrals of those individuals who are qualified for the position. As you take on new workers, I'll work with you to make sure that they fit in and continue to perform."

"As I mentioned, my primary purpose is to make sure the employers I work with have prescreened, qualified workers to fill openings as they come up. When I start working with a company, I get to know the company as well as I can. I'll analyze the jobs you have available, and get an understanding of the characteristics you feel are important in new hires so that I can make appropriate referrals. Then, if any problems come up after I've placed someone with you, I work with you or the supervisors, or the person I've placed, to take care of any difficulties that might arise."

USING PRINTED INFORMATION ON YOUR SERVICES

Learning Points

* A brochure describing your services is a helpful tool in making presentations to employers. Not only does the brochure reinforce your message at the time you are making your presentation, it serves to remind the employer of your presentation after you have left.

Examples of Appropriate References to Brochures

"I'd like to leave this brochure with you. It describes the services I provide in more detail."

"If you don't mind, I'd like to leave this brochure with you. You might want to study it later, or use it to describe my services to others in the company."

"This brochure gives you a little more information about my services. Please feel free to share it with anyone else in the company who might be interested."

PROVIDING ADDITIONAL INFORMATION

Learning Points

* If, during your presentation, the employer asks questions that can be addressed through additional information, offer to send the information. You will also, of course, want to answer such questions at the time they are asked.

Examples of Appropriate References to Additional Information

"I'll be happy to send you more information on the safety issue. I have a good study that was done by Dow. As I mentioned; I think you'll find it most informative."

"And, of course, I'll send that list of employers I'm working with in this area as soon as I get back to the office."

"Let me send you that material on workers' compensation as soon as I can."

ANSWERING QUESTIONS

Learning Points

* The effective placement specialist will offer the employer an opportunity to ask questions.

Examples of Appropriate Queries about Questions

"Do you have any questions I could answer for you?"

"Are there any questions you'd like to ask?"

TRAINING EXERCISE: GENERATING RESPONSES

Instructions

* Listen to the instructions given by the trainer.

* Read the situation entitled "The Employer" carefully.

The Employer

Franklin Pharmacies is a company which owns and operates 15 discount pharmacies in the medium-sized city in which you work. Franklin is known for having the lowest prices in town on prescriptions and your community assessment has shown that they achieve these low prices by keeping their expenses very low. Franklin pharmacies are clean and apparently well run, but are not fancy. The employees are paid fairly well, and the benefit package includes a good profit-sharing plan and a good insurance program. The benefit package is designed to encourage long-term employment. Informal sources have told you that Franklin is very concerned about the honesty and dedication of its employees. You have identified Franklin as a good prospect and have targeted that company for account development. You feel certain that the applicants you would refer would meet Franklin's requirements and that Franklin would be a good place for them to work. Now, try to apply the skills we've discussed in this chapter in your first meeting with the employer. You are meeting with Mr. Richard Franklin. Mr. Franklin and his sister, Irene Franklin, are principal stockholders in the company. Mr. Franklin handles all matters relating to personnel and personally interviews all applicants.

* In the space provided, write the statements you would make in your first meeting with the employer, Mr. Franklin, following the general outline described in this chapter.

Below are the steps involved in establishing contact during the first face-to-face meeting with an employer.

Beside each step, write your personal version.

Open the interaction.______________________________________

____

____

Engage in small talk.______________________________________

____

____

Refer to earlier contact or use referred lead.________________

____

____

Describe the organization you represent, your role, and the purpose of your visit.____

____

____

Describe your services.____

____

____

Describe additional services preselected for this employer.

____

____

____

Offer to leave information on your services.___________________

____

____

Offer to send additional information, if requested.____________

____

____

Offer to answer questions._____________________________________

____

____

TRAINING EXERCISE: SKILLS PRACTICE ROLE PLAY

Instructions

- Listen carefully to the instructions given by the trainer.
- Read Situation #1 carefully.

Situation #1

South State College is a small, state-supported four-year college located in the small city of Kleinstadt, Wisconsin. Many of its staff are residents of the surrounding countryside. They work in the dormitories and buildings as janitors and maintenance people, food service workers, and members of the clerical staff. The college does not have a problem with high turnover except in the dormitory cafeterias, where pay is relatively low and working conditions are sometimes unpleasant. Lately, local residents have been complaining that the college does not respond to the needs and interests of the surrounding community. One complaint of particular interest is that the college has discriminated against minority community members.

- Play the role of an employer whom you are meeting face-to-face for the first time.
- Practice the behaviors involved in establishing contact without the help of any written prompts.
- If instructed, repeat the role play procedure using Situations 2 and 3.

Situation #2

Mansfield Regional Medical Center is one of the largest employers in the area. It provides comprehensive medical services to residents in eight surrounding counties and provides medical training to students in the state's largest medical school. Mansfield Regional, as it is called locally, is seen as a good place to work, with good benefits and working conditions and reasonable pay. An assessment of Mansfield Regional's needs has revealed that the hospital needs workers who can be counted on to abide by the rules about uniforms, patient etiquette, and personal hygiene that are so important to the functioning and public image of a hospital of Mansfield's stature.

Situation #3

Stoffer-Fernald is a local company that has seen enormous growth in the five years since its establishment. Stouffer-Fernald sells top of the line housewares through its catalogue which is mailed to families across the country. It currently employs over 100 people and prides itself on its profit-sharing and stock purchase plans for employees. It has trouble maintaining the 24-hour, 7 days a week workforce necessary to service its customers. Stouffer-Fernald is owned by Frances Stouffer and Marilyn Fernald; Ms. Fernald hires all new employees.

SELF EVALUATION CHECKLIST FOR ESTABLISHING CONTACT

Instructions

Here is an opportunity to review your skills in establishing contact. Review your performance by asking yourself each question and checking how well you feel you did.

	Yes	No	Needs Improvement
1. Did I convey enthusiasm and competence when I opened the interaction?	___	___	___
2. Did I rapidly categorize the interaction style of the employer and synchronize my presentation style accordingly?	___	___	___
3. Was my use of small talk acceptable and did it serve to relax the employer?	___	___	___
4. Was the employer able to understand the benefits to him or her resulting from the business-rehabilitation partnership I proposed?	___	___	___
5. Did I use printed information effectively?	___	___	___
6. Was I in charge during the interaction with this employer?	___	___	___
7. Was I poised throughout the interaction?	___	___	___

Chapter Ten

Using Questions Effectively

USING QUESTIONS EFFECIVELY

GOALS FOR TRAINING

The goals for the training on using questions effectively are:

* to use questions effectively to obtain information from an employer, and

* to use this information to strengthen the benefits exchange process.

QUESTIONING STYLES

Learning Points

* The effective questioning process begins with a broad, nonthreatening approach and moves systematically toward a narrower focus.

* Different questioning styles elicit different types of responses.

* Open-ended questions can be used when you desire an elaboration or wish to offer the person a chance to use a wide range of responses.

  Examples:

  "How are things going today?"

  "What kinds of problems are you having now?"

  "What kinds of trends do you expect to see in your business?"

* Exploratory questions can be used when you would like an elaboration or wish to offer the person a chance to address a specific topic.

  Examples:

  "What kinds of problems are you having with your employees now?"

  "What do you attribute the high turnover to?"

  "What do you expect to happen to your work force as a result of the trend toward using robots?"

* Focused questions address a specific topic and require a specific answer.

  Examples:

  "Are your employees well satisfied with the current health insurance plan?"

  "Would you like to establish an account with us?"

  "When should we set a time for our next meeting?"

HOW QUESTIONS MAY BE USED: VICKSBURG MODULAR BUILDINGS INC.

Instructions

- * Read through the following description of this company and situation at least twice so that you are familiar with the background information.

Vicksburg Modular Buildings, Inc. employs 275 people on a permanent, year-round basis. The company manufactures modular homes for distribution on a regional basis. The company is considered in the community to be a good employer; and most of its employees have been there for a long time. Some families have several members in the workforce. The company hesitates laying off workers even during rough economic times.

The Vice President of Personnel is on the United Fund Board of Directors, is an active church member and is known for her support of local charitable organizations.

You've learned through informal assessment that the President has a son with a learning disability in the local junior high school.

You have been told informally by a business acquaintance that the company is about to secure its first Federal contract to build structures at a nearby defense installation over a period of five years.

Your agency has approached this company in the past, but has not been able to place any clients there; your colleagues have labeled the Vice President as "resistant", but you suspect that the earlier contact may not have been carried out very effectively.

As you approach the building, you notice that the grounds are very well kept and professionally landscaped; moreover, almost everyone you see at the company is nicely groomed and quite friendly.

You know that most of the supervisors of the company have been there for many years and have generally low levels of educational attainment.

HOW QUESTIONS MAY BE USED: VICKSBURG MODULAR BUILDINGS INC. (continued)

Instructions

* Listen carefully to the trainer and read the following material as the trainer goes over it.

1. Use open-ended question.

Placement Specialist (PS): "What do you anticipate your employment needs to be in the near future?"

Employer (E): "Well, our work force is very stable here. Our employees tend to stay for a long time. But there is a development on the horizon that may change our situation fairly dramatically, and we'll be faced with the prospect of expanding our workforce by roughly 20%."

2. Use exploratory question.

PS: "Do you have any idea what the timetable might be for that expansion?"

E: "We should know about this contract within a very few days. Then we'll have about 90 days to get geared up for production. This is a new experience for us and we hope it will go well. The contract would be for several new modular buildings at Fort Scott."

3. Use focused question.

PS: "Oh, I see. That sounds like an attractive challenge. I should mention that I often provide services in addition to referring qualified applicants for available openings, and one of those services is technical assistance with Affirmative Action plans. Do you feel that you'll need any help in responding to the government's Affirmative Action requirements?"

E: "Of course I'm familiar with Affirmative Action plans, having seen other companies', but I've never actually done one before. I would appreciate some help on that."

PS: "I'd be happy to do that as a part of servicing your account. Should I give you a call in a few days to set up a time to begin that process?"

E: "I've tried this kind of thing before, and I have to say that it's just not worth it."

HOW QUESTIONS MAY BE USED: VICKSBURG MODULAR BUILDINGS INC. (continued)

Instructions

* The next illustration provides an example of using questions effectively to gain some understanding of an employer's concern about hiring workers with disabilities.

  Listen carefully to the instructor and read along through the example as the instructor reads it aloud.

1. Use open-ended question.

PS: "Could you tell me something about the experience you're referring to?"

E: "Oh, it happened several years ago. This fellow from the Agency for the Deaf got us to take on one of their people, and it just caused all kinds of havoc."

2. Use exploratory question.

PS: "What kind of trouble did you have?"

E: "Well, they just turned this guy loose on us and we were supposed to figure out how he could do his job--he was assembling cardboard boxes. But, you see, he was dangerous out there because he couldn't hear the warning bell we have on our equipment. And having him here just scared the daylights out of our risk manager."

3. Use focused question.

PS: "Were you able to get any ongoing assistance from the Agency for the Deaf?"

E: "Oh, heavens no. The lady that got us to hire this guy was gone, and we could never find her again."

TRAINING EXERCISE: GENERATING QUESTIONS

Instructions

* Listen carefully to the instructions given by the trainer.

* Read through the situation titled Hoboken County Vending Services twice in order to become familiar with it.

Hoboken County Vending Services

Hoboken County Vending Services (HCVS) owns all those colorful trucks you see on the streets and highways with pictures of candy and soft drinks on the side. The company owns 15 of these delivery vehicles and operates out of a large warehouse on the west side of town. In addition to the drivers, the company employs about 20 people who develop new customers (salespeople), fill customer orders, and perform clerical duties.

HCVS has an excellent reputation in the community, and you have targeted them for Account Development based on your assessment that the company is an excellent employer. Informal sources have told you that the company places a high value on hard work and honesty, particularly for their route drivers who work without direct supervision and handle large amounts of cash. In fact, you've been told that they require their route drivers to be bonded. You are interested in verifying this information.

* In the following exercise you will be speaking with Ms. Veronica Vericelli. Ms. Vericelli handles all personnel matters. Drawing on what you have about using questions effectively, write a series of questions directed to Ms. Vericelli concerning the company's labor needs.

1. Use open-ended question. (Remember, your purpose is to check on the information you gathered from informal sources that the company places high value on a comitment to hard work and honesty, but you won't want to ask about that directly--yet.)

____

____

Ms. Vericelli: "We basically need people who like to work. We don't care whether they have any advanced schooling or anything like that."

2. Use exploratory question. (Remember, you need to know more about the company's criteria for selecting employees.)

____

____

Ms. Vericelli: "Well, we need people who get to work on time, who are ready to work when they get here--that sort of thing. We have no room for an individual who doesn't know how to work."

3. Use focused question. (Use this type of question to discover any more specific information that may interest you.)

TRAINING EXERCISE: GENERATING QUESTIONS
(continued)

Instructions

* Listen carefully to the trainer's remarks.

* In the following example, you will use questions to gain understanding of an employer's objections to hiring people with disabilities. Assume that you are still speaking with Ms. Vericelli, and she expresses a concern that is difficult for you to respond to without more information. Use questions to gain that understanding.

Ms. Vericelli: "I'm just not sure that your people can do this sort of work."

1. Use open-ended question. (It is very difficult to understand from Ms. Vericelli's statement the exact nature of her concern. Use an open-ended question to give you some guidance for further questioning.)

Ms. Vericelli: "Well, I've seen handicapped people in companies before where they just didn't seem to be doing the job very well."

2. Use exploratory question. (You will want more information about the nature of that 'incompetence' before you can respond appropriately.)

Ms. Vericelli: "I'm thinking about our route drivers. They have to be really on their toes to keep up with the customer orders and to keep the money collection straight."

3. Use focused question. (Use this type of question to learn more about the company's labor needs.)

TRAINING EXERCISE: SKILLS PRACTICE ROLE PLAY

Instructions

- Listen carefully to the trainer's remarks.
- This is a role-play exercise in which the trainer or another participant will play the role of an employer with whom you are meeting. The situations described below will help structure the interaction. In this exercise, you can practice using questions without any written prompts.
- Read through Situation #1 twice in order to become familiar with the situation prior to the role play. Repeat the reading for Situations #2 and #3 if you are instructed to role play these as well.

Situation #1

Low-Cost Discount Stores, Inc., is a chain of discount stores with an aggressive growth strategy. At one time, Low-Cost had made public its positive record on hiring people with disabilities, but no longer does. You have been unable to learn anything about the circumstances for this change from informal community sources. Use questions to gather information from Mr. Peters, the Vice President of Personnel.

Situation #2

In your conversation with Mr. Peters, he voices a concern about opening an account with you. He says, "We've already tried that kind of program, and we've found that it's not for us." Ask questions to help you understand the employer's objection.

Situation #3

First City National has a reputation for encouraging the involvement of its staff in civic affairs. In fact, one of its vice presidents sits on the business advisory board of the local supported employment provider. You understand from informal community sources, however, that the bank is probably unwilling to hire any more disabled workers since it feels that it has contributed enough to this effort. You have also heard, though, that the bank is expanding its operations and will be moving some of its workforce to other locations in the region. You wonder what implications this expansion will have for your chances of establishing an account with the bank. Use questions to discover these implications.

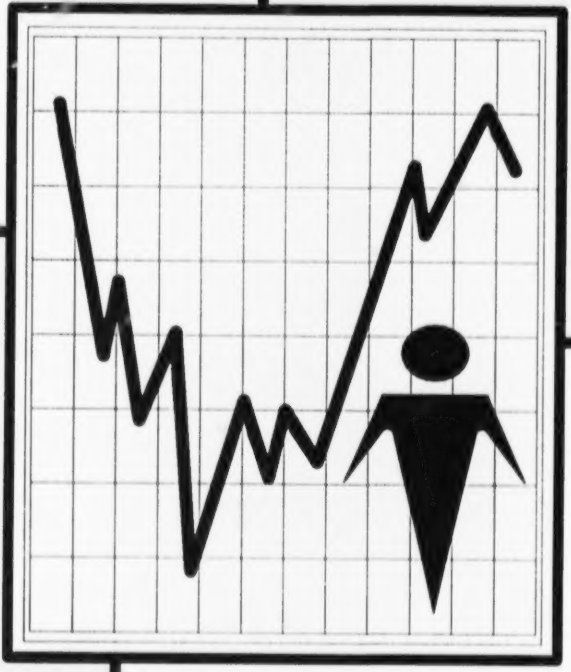
SELF EVALUATION CHECKLIST FOR USING QUESTIONS EFFECTIVELY

Instructions

As in the previous chapter, this checklist is provided for your use in assessing your ability to use questions effectively. The checklist calls attention to covert aspects of your performance that will contribute to effective questioning.

	Yes	No	Needs Improvement
1. Had I decided in advance what kinds of information I would need to acquire through the use of questions?	___	___	___
2. Did I focus my attention on the employer's verbal and nonverbal messages in order to fully understand what he/she was saying?	___	___	___
3. Did I convey interest and acceptance to encourage the employer to continue and elaborate on his/her responses?	___	___	___
4. Did I create an information balance--that is, provide about an equal amount of information as that provided by the employer--to promote trust?	___	___	___
5. Was I prepared to shift attention away from the problem, as defined by the employer during questioning, to the identification of solutions?	___	___	___

Chapter Eleven



Handling Objections

HANDLING OBJECTIONS

GOALS FOR TRAINING

The goals for the training on handling objections are:

- to learn how to use the RehabMark model in meeting objections
- to apply this approach to specific employer objections regarding hiring workers with disabilities.

HANDLING OBJECTIONS

Learning Points

* Meeting objections is perhaps the most difficult part of marketing the services of the placement specialist.

* Meeting objections requires knowledge of the advantages of RehabMark services and the ability to express the advantages in a positive manner to overcome objections.

* In meeting objections it's important
  + to respond to sincere objections,
  + to view objections as opportunities to promote understanding,
  + that objections not be answered too quickly,
  + that objections not be overanswered (i.e., magnified beyond the concern expressed by the employer),
  + that you never doubt your answer

RETURN TO VICKSBURG MODULAR BUILDINGS INC.

Instructions

- Review the situation entitled "Return to Vicksburg Modular Buildings Inc.", assuming that Ms. Stout is presenting one of her concerns about developing an account system to you.

Return to Vicksburg Modular Buildings, Inc.

Employer: "I must confess, Jay, that I'm a little reluctant to get into another relationship with the Rehab Agency. A couple of years ago, I was contacted by the agency, and I wanted to work with them, but I could never get any response out of those folks over there when I'd call and tell them about a position I had open. After a while, I just gave up on them and didn't even try to work with them anymore."

Practitioner: "I'm really sorry to hear that, Ms. Stout. But I assure you that things have changed. For one thing, the agency has hired me to provide businesses with placement services, and that's all I do. You have my guarantee that if I have a qualified applicant for your position, you'll be able to interview that person within a very short time, probably one day or less. And, if I don't have anyone who qualifies for your position, I'll tell you right away so that you can look somewhere else. It's my job to keep businesses happy with my services."

Employer: "Well, that's reassuring."

THE TWO-STEP STRATEGY FOR MEETING EMPLOYER OBJECTIONS

Learning Points

* Objections can best be dealt with by providing specific information addressed to the specific objections.

* The two-step strategy is to

  + indicate to the employer that you understand his or her concern, and

  + move directly into a proposed solution to the problem implied by the objections.

EXAMPLES OF APPROPRIATE RESPONSES TO OBJECTIONS

Employer: "I don't understand why you're coming to me. I thought the United Fund sponsored a workshop for people like your clients. We sure give a lot of money to that every year."

Practitioner: "I'm sure your contribution is important to the workshop's success, and the workshop does good work. But we find that disabled people want to go into the competitive workforce as soon as they can. We believe they are ready to make the move, and that you will find them to be as good at doing their jobs as any of your other employees. And, of course, as soon as they become employed, they become tax paying citizens."

Employer: "The kind of work we do is very dangerous. The machinery here is difficult to operate; it's high-speed. And we're constantly upgrading our equipment to take advantage of the latest developments."

Practitioner: "I can understand your concern; your company has a good reputation for safety and for using new technology, and you need a workforce that can work without accidents and can adapt to change. In fact, that generally describes the people we work with. At Emerson Poultry, the fifteen workers I've placed have not had a single accident. And supervisors there have found the workers to be quite flexible about learning new techniques and tools. I'm sure we can meet your particular needs for workers with those characteristics as well."

Employer: "I'm pleased that you came in to tell me about your services. If you'll leave your business card with my secretary, I'll be sure to give you a call when we have an opening."

Practitioner: "I would appreciate that. And while I'm here, let me mention that I also provide other services you may find useful. One service you might be interested in is providing counseling and referral for employees who have developed personal problems--drug dependencies, marital problems--that are affecting their performance."

Employer: "We used to employ several disabled people, but the jobs they were doing are now being done by machine."

Practitioner: "I can understand your feeling that you may not have jobs that are appropriate for someone with a disability. But I have found that disabled people can perform satisfactorally in a variety of jobs. Who is running the machines that replaced those jobs? I may be able to refer a qualified, experienced worker for that position, and many others in your plant."

Employer: "I doubt whether our union will be willing to accept a disabled person."

Practitioner: "Yes, I can see why you might be concerned about the union. But I really feel that your union can be dealt with. If you'd like, I would be happy to speak with your business representative to help negotiate the company's position regarding hiring people who are disabled."

In each of these examples, the placement specialist has expressed understanding of the employer's objection, and has then moved to a description of a possible action or resolution to that objection. In the third example, the employer was attempting to "put off" the placement specialist. Note the method the placement specialist used to respond to the "put off"; the specialist responded with a description of a service that he or she thought might be of particular interest to this employer.

In general, objections should be dealt with using this two-step process 1) expressing understanding, and 2) proposing specific steps, activities or services that might resolve the objection. This strategy offers the rehabilitation professional the opportunity to educate the employer about persons who are disabled, the rehabilitation process, and aspects of the business-rehabilitation partnership.

*Some employer objections and responses in this chapter have been modeled on those described in Job placement for the handicapped (Des Moines, IA: The National Vocational Rehabilitation Job Development Placement Institute.

TRAINING EXERCISE: GENERATING RESPONSES TO OBJECTIONS

Instructions

* Listen carefully to the trainer's remarks.

* This exercise provides you with an opportunity to practice the RehabMark model of handling objections.

* Read through the situation titled "Fremont Industries" twice to become familiar with it.

Fremont Industries

Fremont Industries is a newcomer to your community. The company has hired 135 new employees, and projects further hiring in the near future. It makes aluminum alloy wheels and is proud that it uses the newest manufacturing technology.

You are meeting with Tony McCormick, the personnel manager at Fremont. You have described the services you provide, and stated the purpose of your visit. Mr. McCormick leans forward to express a concern.

* On the lines below, use what you have learned about handling objections to respond to Mr. McCormick's concern.

Mr. McCormick: "At the last plant I was at, we had a guy who had a birth defect working with us. And that guy really had a chip on his shoulder. He didn't appreciate what we were doing for him at all."

1. Express understanding of the employer's concern.

____

____

____

2. Propose specific steps, activities, or services that might resolve the objection.

____

____

____

TRAINING EXERCISE: SKILLS PRACTICE ROLE PLAY

Instructions

* Listen carefully to the trainer's instructions.

* This exercise is a role play practice of the RehabMark strategy for handling objections. The trainer or another participant will play the role of an employer with whom you are meeting. The situations presented below will help structure the interaction. In this exercise, you can practice handling objections without any written prompts.

* Read Situation #1 through twice in order to become familiar with the objection.

Situation #1

The employer, Mr. Rogers, says to the placement specialist, "We don't like to hire people who have serious health problems. Our health insurance costs are going up all the time, and that would just make matters worse."

* Read Situations #2 and #3 as instructed above if requested by the trainer and repeat the role play practice.

Situation #2

The placement specialist is meeting with the Vice-President of Personnel at Webber Technologies, a producer of biological products for the health industry. The employer, Ms. Smits, assures the placement specialist that "none of the jobs we have in this plant could be done by the kind of people you represent--they're all highly automated, high-tech jobs."

How should the placement specialist respond?

Situation #3

You are the placement specialist in a rural area with high unemployment. You are meeting with Thomas Bergen, the personnel officer at a small firm that provides services to the agricultural industry. After hearing your presentation, Mr. Bergen says, "I have a neighbor who is disabled. I've never been able to do anything for her."

What might you say to Mr. Bergen?

SELF EVALUATION CHECKLIST FOR HANDLING OBJECTIONS

Instructions

Use this checklist to judge your performance in handling employer objections.

	Yes	No	Needs Improvement
Did I convey acceptance of the employer in my acknowledgment of his/her concern?	—	—	—
Was I vigilant in seeing the employer's concern as an opportunity to promote awareness and understanding?	—	—	—
Was I patient and responsive in handling objections?	—	—	—
Did I avoid "overanswering" the objection?	—	—	—

Chapter Twelve

Closing to Future Contact

CLOSING TO FUTURE CONTACT

GOALS FOR TRAINING

The goals for the training on closing to future contact are:

* to learn how to choose an appropriate closing technique for an interview with an employer, and

* to learn how to use several closing techniques appropriately and effectively.

CLOSING TO FUTURE CONTACT

Learning Points

- The direct closing is a simple, highly productive close to ask for a specific action.

  Example

  "Ms. Wagnall, our prescreened referrals seem to be exactly what you require. How soon would you like to interview applicants for the job in the bookkeeping department?"

- The alternative closing is an old technique that continues to be effective. It involves the presentation of two alternatives, either of which will result in the employer's consent.

  Example

  "Mr. Jason, which would you prefer--Thursday of this week, or next Tuesday--for my visit to do those job analyses?"

- The conditional close is used when certain prerequisites must be fulfilled.

  Example

  "If I can provide financial incentive consultation, will you ________?"

- The trial close is a proven technique which moves for consent early in the transaction whenever an opportunity presents itself.

  This type of close also identifies the strengths of the employer's objections.

  When it fails, try to obtain consent with another type of close later in the interaction.

  Example

  "If I can show that our job restructuring consultation will make it possible for Bill to continue in his position, will you try it?"

- The closed-end technique is used when you sense that it is time to close a transaction and you wish to check for remaining objections or questions.

  This will set the stage for a strong closing statement.

Example

"Now, Mr. Employer, is there anything we haven't covered?"

EXAMPLES OF THE APPROPRIATE USE OF CLOSING TECHNIQUES

Instructions

* The following examples illustrate the appropriate use of closing techniques. Review these examples as the trainer goes over them with you, and makes comments on their use.

Example of an Appropriate Direct Close

In this first example, the direct close is most appropriate since the employer is apparently willing, and perhaps eager, to establish an account relationship. In such an instance, the placement practitioner should take an early opportunity to close the interaction by making reference to the next step.

"Mrs. Asbell, it appears that you have a great need for our services. When is a good time for me to call you with prescreened applicants for your consideration?"

Or,

"I'm sure you will find the referral service very helpful in your operation. When might I come by to analyze the jobs you have open?"

Example of an Appropriate Alternative Close

In this second example, an alternative close is used to present the employer with alternative actions from which to choose:

"You've mentioned your interest in my helping to fill those two positions, Ms. Terrell. Would you rather interview applicants for the clerical position or the production job first?"

Or,

"We've decided that I will be helping you review your affirmative action plan, and helping put together an accommodation for your newly disabled accounting supervisor. Which would you prefer that I do first?"

Example of an Appropriate Conditional Close

The conditional close is used when the account cannot be opened until prerequisite conditions are met. For example:

"Ms. Church, I understand that you must get the approval of the company owner before you can proceed. If you get her approval, can I count on you to place a job order with me for the opening in your telemarketing department?"

Or,

"I would be happy to provide the information you requested. Can I expect that you will be ready to place a job order with me if the information is as you expect?"

Example of an Appropriate Trial Close

The trial close is generally used during the early parts of an interaction to respond to an opportunity for closure. For example, the employer may have said that his only real concern about entering into an account relationship is the possibility that the supervisor's workload would be increased. The placement practitioner has responded to that objection by expressing understanding and by presenting information about the supervisory needs of workers who are disabled, but the employer seems unconvinced. Because the placement practitioner believes this to be a good employer, the practitioner uses a trial close.

"I can see that your concern is genuine, Mr. Belton. I'd like to make a proposal. Could we agree that I will place an applicant from our program in your company to allow you to observe the demands on the supervisor? If you're satisfied with that experience, then will you agree to establish an account with me?"

Or,

"I understand your concern. Your supervisors are important to your operation. Could we try something--a trial placement for one of our applicants--to let you see for yourself what the effects on your supervisors will be? Then, if you're satisfied with that arrangement, we can again discuss your opening an account with us."

Example of an Appropriate Closed-End Close

In the final example, we will examine a closed-end technique. This close is very simple.

"I believe we've covered everything, Mr. Evers, unless you can think of something else?"

Or,

"I think that takes care of everything, don't you, Ms. Richards?"

TRAINING EXERCISE: GENERATING RESPONSES TO OBJECTIONS

Instructions

- Listen carefully to the remarks of the instructor.
- This exercise requires that you generate closing techniques appropriate for the situations given below.
- Read each situation and write the type of close indicated.

Situation #1: The Direct Close

You are making a presentation to Mr. Eisenberg, the Vice President of Personnel at McManness Baking Company, the company that makes those delicious specialty brownies and chocolate chip cookies. Mr. Eisenberg appears to be interested in opening an account; you have answered his questions satisfactorily. You believe that he will agree to give you an order for the shipping job that just opened up.

Use a direct close technique to get the job order:

Situation #2: The Alternative Close

Your meeting today is with Mary Reynolds, a vice president at a large manufacturing facility in your county. Through the effective use of questions, you have learned that Ms. Reynolds has two very pressing needs; first, she must act to get a newly disabled employee back to work as quickly as possible following an accident which left her with impaired vision; and second, she must respond to an increasing turnover rate in the production section where the company's "itsy-bitsy bedtime reading lamps" are packaged for shipment.

Use the alternative close to present to Ms. Reynolds two attractive possibilities:

Situation #3: The Conditional Close

Terry Willets, who makes the hiring decisions at the corporate office of a quick-stop market chain, says that he is very interested in your services, particularly in helping him with problems of high turnover on the night shift crew. But, he says, he will have to check with the owner of the store chain before he can make a commitment.

Use the conditional close technique:

____

____

____

Situation #4: The Trial Close

Mr. Thurnwald is the personnel manager for a wholesale nursery operation that supplies plants for retail nurseries and other outlets across the state. His only concern appears to be whether workers with disabilities can withstand the heat and humidity of the greenhouse for long periods of time. With that exception, he is ready to open an account with you.

Use the trial close technique to move for close:

____

____

____

Situation #5: The Closed-End Technique

Your meeting with Dianne Arbbus at a regional media corporation has gone well. You believe you have answered her questions and handled her objections well. She appears to be ready to agree to an ongoing relationship.

Use the closed-end technique for a strong closing statement.

____

____

____

TRAINING EXERCISE: SKILLS PRACTICE ROLE PLAY

Instructions

* Listen carefully to the trainer's instructions for this exercise.

* This is a role play exercise similar to those you have completed. The trainer or another participant will play the role of an employer with whom you are meeting. The situations described below will help structure the interaction. In this exercise, you can practice different closing techniques.

* Read through Situation #1 twice in order to become familiar with the situation prior to the role play. Repeat the reading for Situations 2-5 as instructed by the trainer.

Situation #1

Justine Bates has been meeting with you to discuss the possibility of establishing an account with her company, a supplier of biological materials to pharmaceutical manufacturers. She appears to be interested in several of the services you have described, particularly the referral service and the review of the company's affirmative action plan.

Closing technique:____

Close:____

____

Situation #2

The employer you've been talking with, Max Springer, has raised several objections during your meeting, but after your response to each objection, he has nodded as though he agrees with your response. You sense that he is in basic agreement with your proposal and has been attempting to anticipate the possible objections of others. You also sense that you might be able to get early consent to establish an account.

Closing technique:____

Close:____

____

Situation #3

The personnel manager of Sisco Food Products, a wholesaler of institutional food products, is Mr. Richard March. During your meeting with Mr. March, he has raised only one objection, whether your clients can keep up with the rapid pace of the work. With that exception, Mr. March has been fairly quiet. You think that Mr. March is willing to enter into an account relationship and you would like to check out your impression.

Closing technique: ____

Close: ____

____

Situation #4

You have approached the county about establishing an account so that you can refer applicants for their janitorial staff, believing that this kind of work would be quite appropriate for workers with emotional disabilities. The person in charge of hiring staff is Renetta Me Jones. Ms. Jones is concerned about the longevity and productivity of workers with disabilities, but appears to be willing to consider hiring your clients.

Closing technique: ____

Close: ____

____

Situation #5

You are discussing the possibilities of developing an account with Jake Smythe, who is responsible for personnel policy for the four T-Mart discount stores in your area. Mr. Smythe is very interested in your services, especially since T-Mart has difficulty in attracting good workers. He feels, however, that he needs to enlist the cooperation of the assistant manager in each of the four stores, since they do the actual hiring.

Closing technique: ____

Close: ____

____

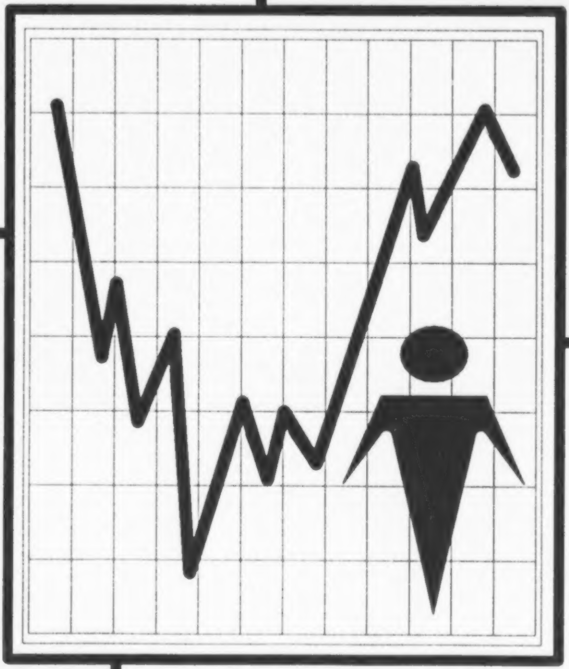
SELF EVALUATION CHECKLIST FOR IMPRESSION MANAGEMENT

Instructions

These questions are designed to assist you in determining how well you used impression management techniques in the closing process.

	Yes	No	Needs Improvement
Did I use my personal style during the closing process?	—	—	—
Did my closing technique open the door for a future interaction?	—	—	—
Did I stop marketing when the employer had consented?	—	—	—
Was I attentive in taking opportunities to promote related services?	—	—	—
Did I make a positive reference to future contacts?	—	—	—

Chapter Thirteen



Putting it All Together

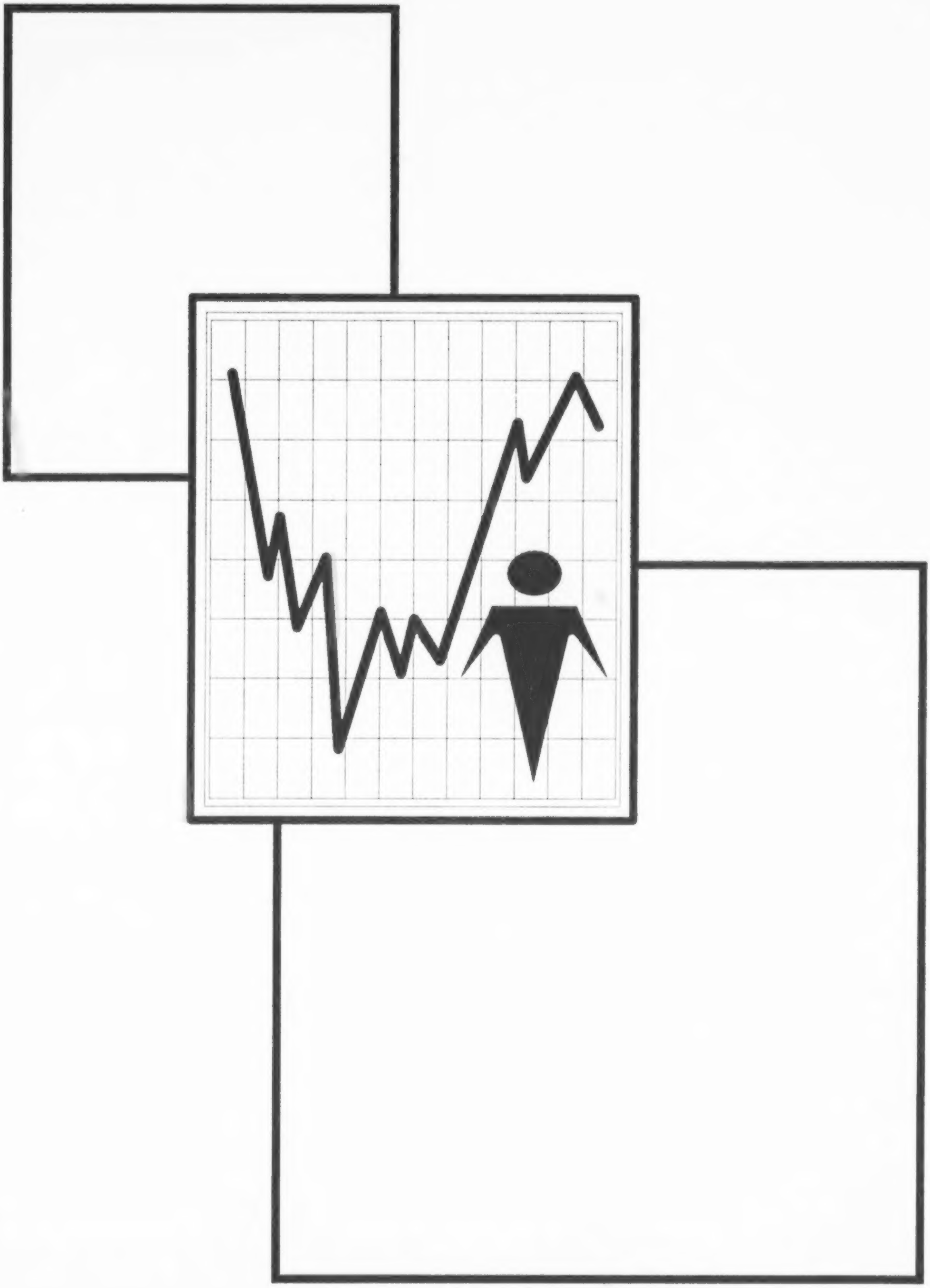
PUTTING IT ALL TOGETHER

GOALS FOR TRAINING

The goals for the training on putting it all together are:

* to enhance employer relations skills by practicing multiple skills in a realistic setting

* to provide feedback regarding the ability to interact effectively with various employer styles.



TRAINING EXERCISE: SKILLS PRACTICE ROLE PLAY

Instructions

* Listen carefully to the trainer's remarks.

* A variety of employer styles and situations will be distributed by the trainer for those playing the employer.

* These should be read carefully so that a clear understanding is gained of the setting, the employer's demeanor, and the general conversational components.

* Rotate through the videotape role play exercise as instructed by the trainer.

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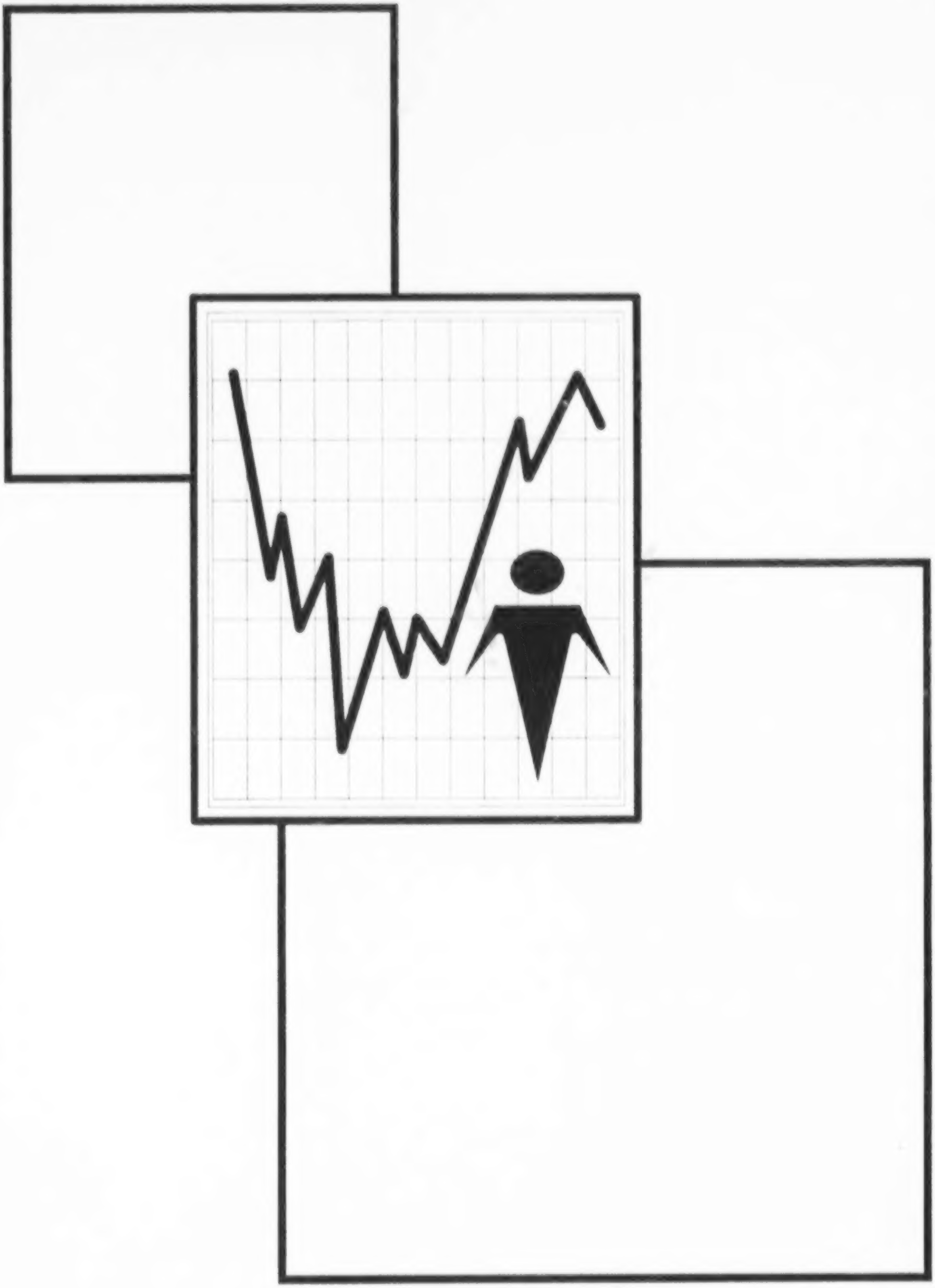

ADDITIONAL COPIES

RehabMark

#52-1514	Trainer's Guide	12.50
#52-1515	Participant's Workbook	8.50
#52-1516	Videotape	50.00

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